A COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE IN DISADVANTAGED AND AFFLUENT SCHOOLS

By

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CHAPTER I

THE PROBLEM

Introduction

Looking back over the relatively brief history of the United States, one is astounded by the impact of the speed of change. Change is rapid and complex as certain forces and influences are felt throughout the American culture. The advancement of science and technology, the expansion of knowledge, changes in the economic structure and in the value system, urbanization and urbanism, the rise of interest groups, changes in employment and occupational patterns, changes in social goals, advances in transportation and communication, and widening horizons and world influences are among these social forces The nature and rate of change are dependent on many variables, and relationships among the variables are complex.

As society becomes more and more complex, man seeks interdisciplinary methods to find intelligent solutions to problems and to understand his environment and the culture he has created. He seeks more meaningful modes of analysis.

In an increasingly complex society, concern for man's relationship to man, and his behavior and relationships in groups becomes of paramount importance. Much research has been and is being done on the personality and behavior of man, the individual. In recent years a [illegible] has been [illegible] for the personality and behavior of man, the group. This is often referred to as organizational climate.

As previously stated, one of the social forces being strongly felt is change in social goals. There is unprecedented concern today for the plight of those caught in the web of poverty. This concern transcends concern for subsistence and survival to include efforts to give these deprived persons social and economic mobility. The efforts by the federal government give evidence of these social changes.

The school has the crucial task of educating the child regardless of his cultural orientation. It is an organization representing the structure within which educators, students, and others work to achieve certain goals. To function well, the organization must be a healthy one. It does not operate in a vacuum. What are the forces that interact with it, and what changes do these forces bring? Within this general concern, the problem for this study was conceived.

Statement of the Problem

The purpose of this study was to make a comparative investigation of the organizational climate in schools serving disadvantaged populations and in schools serving affluent populations. The writer further investigated relationships between biographical and situational factors and organizational climate of disadvantaged and affluent schools.

Sub-Problems

Answers to the following questions were sought in this study:

1. Is there a significant tendency toward "Open" or "Closed" organizational climate in

   (a) disadvantaged schools?

   (b) affluent schools?

2. Is there a significant difference in perception of the organizational climate of schools of

    (a) teachers as a group and principals as a group in disadvantaged schools?
    (b) teachers as a group and principals as a group in affluent schools?
    (c) principals of disadvantaged schools as a group and principals of affluent schools as a group?
    (d) teachers of disadvantaged schools as a group and teachers of affluent schools as a group?

3. Is it possible to discriminate between teachers of disadvantaged schools and teachers of affluent schools with respect to perceptions of the eight dimensions of organizational climate? (Teacher behaviors: Disengagement, Hindrance, Esprit, Intimacy; Principal behaviors: Aloofness, Production Emphasis, Thrust, Consideration.)

4. Is perception of organizational climate within the samples of disadvantaged and affluent schools related to the

    (a) level of administration (elementary or secondary)?
    (b) level of teaching (elementary or secondary)?
    (c) age of the principal?
    (d) age of the teacher?
    (e) number of years of experience in education of the principal?
    (f) number of years of experience in education of the teacher?

Significance of the Study

This study was designed to add to a growing body of knowledge about the nature and functions of organizations. The special concern of the writer in this study was an assessment of organizational health in widely divergent socioeconomic settings. The findings of the study have implications for operation and change in educational organizations, for staff assignment and utilization; and for program planning and implementation.

Limitations of the Study

1. The study was limited to the disadvantaged schools selected as pilot demonstration schools and to the affluent schools selected as control schools for the Southeastern Education Laboratory.

2. The study was based on data gathered in a single survey through use of a single instrument.

3. Data gathering was not simultaneous in all schools. Therefore, the data were subject to the influence of changes in environmental conditions.

4. The study does not have external validity. Those utilizing the data should be extremely careful in predicting or generalizing beyond the findings of the study.

Definition of Terms

Disadvantaged School - A disadvantaged school is a school serving a predominance of children from a culture of poverty as identified by staffs of selected local school systems based on knowledge of the extent of poverty and qualification of the schools for Title I, ESEA funds. The schools were selected by the Southeastern Education Laboratory as experimental schools.

Affluent School - An affluent school serves a preponderance of children whose parents maintain a style of life which indicates they have class identification and values that approximate ideal types of middle, upper-middle, and upper class position, but largely those from the upper-middle class. The affluent schools in this study were identified by staffs of selected local school systems and selected by the Southeastern Education Laboratory as control schools

Organizational Climate - Organizational climate refers to patterns of social interaction and behavior that characterize an organization as identified through use of the Organizational Climate Description Questionnaire.

The Design

The Southeastern Education Laboratory sponsored a portion of the research as a part of a program to gather some initial base-line data on the pilot demonstration schools. Data from the Organizational Climate Description Questionnaire were to provide basic information which could be utilized in the initiation of a program for staff development. Processing of these data for the laboratory consisted of determining climate dimension and climate similarity scores for each of the pilot demonstration schools. The inclusion of the affluent schools in the study and the comparative nature of the study were unique contributions of the writer to the investigation. It was recognized that such a study could be of value in the program of the laboratory. Thus the laboratory provided resources for gathering data and for a portion of the data processing. Design and development of the research, the comparative investigation, and treatment and interpretation of the data were the task of the writer.

The purpose of the study was to compare perceptions of principals and teachers in disadvantaged schools with those of principals and teachers in affluent schools with respect to the dimensions and types of organizational climate of their schools in order to determine the sensitivity of the organizational climate to socioeconomic impairment. The writer further sought to compare the relationships of selected biographical and situational variables and organizational climate within the groups of schools. These concerns were defined in selected sub-problems. Statistical measures were utilized to process and analyze the data.

This study was a survey study, comparative and descriptive in design. The survey study is important for the purpose of providing essential knowledge about existing or current conditions. It is important for the building of a data base of information to assist the practitioner and the researcher to plan dimensions and directions. The survey study makes a valuable contribution to other types of research, especially cross-cultural studies.

The survey was conducted by professional educators in group sessions with the respondents. The respondents were cooperative and a high percentage of the faculty of the schools selected responded. Absence from school on the day of the testing and improperly completed instruments accounted for the few responses lost from the sample. The type of information gathered concerned perceptions of the respondents to situational and environmental factors about the school in which they serve, and the writer must assume the information gathered was reasonably accurate. Conditions of testing were essentially the same for disadvantaged and affluent schools

Procedures

Instrumentation

The instrument utilized for data collection for this study was the Organizational Climate Description Questionnaire. A copy of this instrument is included in Appendix A.

Halpin and Croft (21) sought to identify and describe the dimensions of organizational climate in elementary schools through an analysis of the social interaction within the school organization. They developed the instrument known as the Organizational Climate Description Questionnaire, which identifies eight dimensions of organizational behavior and six types of organizational climate. Four of the dimensions (Disengagement, Hindrance, Esprit, and Intimacy) measure a faculty's perception of interaction as related to the faculty group, while the other four dimensions (Aloofness, Production Emphasis, Thrust, and Consideration) are measures of teacher perception of the principal's behavior. From these eight dimensions of organizational behavior are developed the six types of organizational climate: Open, Autonomous, Controlled, Familiar, Paternal, and Closed.

The O.C.D.Q. was developed from a bank of about 1,000 items. Experimenting with preliminary forms of 1,151 respondents in 71 elementary schools in six regions of the United States, Halpin and Croft developed the instrument in its present form. The instrument was developed factor analytically to yield the subscale scores and climate profiles. By Q analysis, three higher-order factors, social needs, esprit, and social control, were identified to give an alternative way to understand what kinds of behavior on the part of principals and teachers are associated with differences in organizational climates.

Some studies have sought to test the construct validity of the O.C.D.Q. A study by Roseveare (39) indicated validity for the subtests, Esprit and Thrust, but showed low reliability coefficients for subtests, Intimacy, Aloofness, and Production Emphasis. Andrews (2:333) concluded that

> the subtests of the Organizational Climate Description Questionnaire provide reasonably valid measures of important aspects of the school principal's leadership, in the perspective of interaction with his staff.

Smith's study (42) included the following conclusions.

1. The concept of organizational climate as identified by the Organizational Climate Description Questionnaire was found to be empirically sound and viable.
2. The specific findings relative to the correlations of variables to O.C.D.Q. subtests, intervariable correlations, and those relative to the climates identified by the O.C.D.Q. seemed consistent with one another. This observation seemed to add further support to the O.C.D.Q. as an instrument useful in identifying organizational climates.
3. The findings led this investigator to conclude that the Organizational Climate Description Questionnaire was externally consistent as well as internally so. In addition, the empirical findings appeared to be consistent with the internal definitions or organizational climate devised by Halpin and Croft.
4. The data, throughout the study, seemed to emphasize the importance of a relatively consistent perception of the situation on the part of the principal and teachers to the organizational climates of the schools.
5. This study led to the conclusion that it was not enough to identify the organizational climate of an elementary school. In addition, it is important to study the profile of subtest scores in assessing the organizational climate of the school (42:2041-2042).

The Organizational Climate Description Questionnaire thus appears to be a valid instrument to measure the global concept of organizational climate and individual dimensions of group interaction and leader behavior.

The Sample

The sample for this study consisted of the faculties of thirty-two schools located in Alabama, Florida, and Georgia. Twenty-three of these schools were designated as disadvantaged and nine were designated as affluent. The twenty-three disadvantaged schools represent all but one of the experimental or pilot demonstration schools for the Southeastern Education Laboratory. One school did not participate in the testing. These disadvantaged schools were selected by the Laboratory on the basis of economic disadvantage of the communities served as identified by the staffs of local school systems throughout the three states and as adjudged disadvantaged in part by the extent of qualification of the respective schools for benefits from Public Law 89-10, ESEA, 1965, Title I.

Superintendents of local school systems throughout Alabama, Florida, and Georgia were invited to submit names of schools serving severely disadvantaged populations in their districts. Many of the superintendents submitted names of schools for consideration giving supporting data attesting to the disadvantage of the schools. Advisory Councils of the respective field areas of the laboratory studied the data submitted and ranked the schools with respect to factors of disadvantage. These councils made recommendations of schools to the Board of Directors which in turn selected three schools in each of the eight field areas to serve as pilot demonstration schools.

The affluent schools, likewise, were selected on the basis of recommendations of county school superintendents throughout the three states utilizing their knowledge of the economic and social levels of communities and neighborhoods. Schools were selected by the administrative staff of the laboratory from the schools recommended and were approved by the Board of Directors.

The schools were selected relative to factors of disadvantage and affluence and not in consideration of such factors as grade range and size. In fact, the schools exhibited a wide variety of grade levels and organizational patterns. Enrollments and faculty size also varied widely.

In total, the sample consisted of 22 principals of disadvantaged schools, 8 principals of affluent schools, 501 teachers in disadvantaged schools, and 313 teachers in affluent schools.

Data Collection

The Organizational Climate Description Questionnaire was administered to the faculty of each school in the sample in group session by professional staff members of the Southeastern Education Laboratory in the fall of 1967. The materials used at the different schools were identical. The test administrators were trained in group session and during the period of test administration maintained contact with the central office of the laboratory. The data gathered were forwarded to the central office of the laboratory for computer processing.

A portion of the biographical data on teachers and principals was gathered at the time of administration of the O C D Q. Additional data were collected as needed from the files of the laboratory or through direct contact with personnel of the sample schools.

Data Analysis

The data gathered by the Organizational Climate Description Questionnaire were transferred to data cards, verified for accuracy, and processed by computers at the University of Georgia Computing Center. The data were analyzed to determine perceptions of the dimensions of organizational climate and perceptions of the types of organizational climate for teachers and principals in the total sample and in each school in the sample. The computer scoring program utilized in the analysis was an abridged version of the original scoring program developed for O.C.D.Q. data by Halpin and Croft. The abridged program was developed by Dr. James Kenney at the University of Georgia. A detailed description of the treatment of the data used in developing the instrument and the scoring procedures is presented in Dr. Andrew Halpin's book, *Theory and Research in Administration* (20).

In brief, the questionnaire requires each subject to respond with a choice of responses (Likert scale 1-4) on sixty-four items. The sixty-four items provide a basis for deriving eight climate dimension scores. The raw scores that are derived are then double standardized--both normatively for each subtest and ipsatively for each school--using a mean of 50 and a standard deviation of 10. These standardized scores are the climate dimension scores for each *s* on the eight climate profile dimensions. Then the eight climate dimension scores for each *s* are compared to the climate dimension scores of the six prototypic organizational climates as determined by Halpin and Croft. The comparison is accomplished by summing the absolute numerical differences between the eight climate dimension scores of each *s* and the corresponding climate dimension scores for each prototypic organizational climate. The perception of the school organizational climate of each *s* is represented by the smallest of the six climate similarity scores computed for each *s*. The climate similarity categories range on a six-point continuum from "Open" to "Closed."

A non-parametric technique, the chi-square, was used to test sub-problems 1, 2, and 4. The procedure involves a "goodness of fit" test. In sub-problem 1, the procedure was used to contrast the sample frequencies falling within the six categories of climate types with those expected on the basis of a hypothetical distribution. In sub-problems 2 and 4, the technique was used to contrast the frequencies of one actual sample with that of another with respect to the variables identified in the sub-problems. The chi-square test yields a numerical value that is statistically significant if a marked difference exists between a frequency distribution of an actual sample and that of a hypothetical distribution or the distribution of another actual sample. The chi-square becomes larger as the disparity between observed and expected frequencies becomes greater. The chi-square value is interpreted according to the number of degrees of freedom in the analysis.

In some cases, as with responses of principals, the number of respondents was so small the chi-square analysis could not effectively be used. Fisher's exact probability test was utilized for these cases. This test and its use is explained in detail in a book by Siegel entitled, Non-Parametric Statistics (41). In brief, the scores are represented by frequencies in a 2 x 2 table.

> . . . The exact probability of the observed occurrence is found by taking the ratio of the product of the factorials of the four marginal totals to the product of the cell frequencies multiplied by N factorial (41:97).

Significance is determined through use of appropriate tables.

Sub-problem 3 was tested through a procedure designed to estimate the position of an individual on a line that best separates classes or groups. This procedure is known as multiple discriminant analysis. Essentially, this technique was utilized to seek to determine whether professional educators in disadvantaged and affluent schools could be differentiated from each other on the basis of the eight behavior variables measured by the O.C.D.Q. The discriminant function transforms the individual dimension scores to a single discriminant score and that score is the individual's location along the line that best separates the two groups. A complete and detailed description of this technique and how it is utilized is presented in a book by Cooley and Lohnes (6) entitled, Multivariate Procedures for the Behavioral Sciences. The authors included in the book a complete computer program for multiple discriminant analysis. This program was utilized for this study by Mr. John P. Bailey, Jr., at the University of Florida Computing Center.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

The major focus of this review was placed on research studies of organizational climate of schools. A brief review of literature on the nature and functions of organizations, the school as an organization, and the external environment of the schools was included to define the dimensions and introduce the major concerns of this research.

The Nature and Functions of Organizations

There is increasing effort to develop a unified science of man in organizations. The importance of the development of such a science cannot be overemphasized. Faced with more and more complex problems man seeks ways to "construct human groupings that are rational as possible and at the same time produce a minimum of undesirable side effects and a maximum of satisfaction." (13:2)

Homans' work (25) is highly significant to this effort. He found that there are some common elements of human behavior in groups. These are identified as sentiment, activity, and interaction. A group has an internal system with these elements mutually interdependent and an external system which serves to condition these elements. These two systems make up a total social system.

Three interrelated forces have been identified as the basis for the integration of organizations as social systems by Katz and Kahn (27).

These are roles, norms, and values. Abbott (1) noted that as organizations increase in size and complexity, there is a decrease in emphasis on values and an increase in emphasis on norms and interdependence of roles.

"Organizations are social units (or human groups) deliberately constructed and reconstructed to seek specific goals." (13:3)

> An organizational structure is necessary when any group has a common task . . . . An unorganized group is only a mass of people. It can neither determine its purposes nor accomplish its ultimate objectives. Therefore, in order to survive, the group must organize (31:87-88)

Patterns and procedures will differ however. Organizations can be formal or informal. For the purposes of this research the formal organization is emphasized. Bureaucracy has been the ideal type of formal organization. Kimbrough and Todd defined bureaucracy as "a pattern of ordering and specifying relationships among personnel in an organization." (28:220) They raised some serious questions concerning the efficacy of the bureaucratic structure to produce and maintain a dynamic system:

> Is a bureaucratic structure an efficient organization for bringing about desirable changes in educational programs? Does bureaucracy stimulate or inhibit innovations in education? Are there organizational structures other than bureaucracies that can insure sequential coordination of student experiences? How can educators design an organization that will bring about the achievement of educational goals? (28:220)

These questions indicate a need for such research in this area.

Role enactment in a formal organization is of considerable importance. Presthus (37) identified three simplified, idealized types useful in conceptualizing roles in bureaucratic organizations:

> The upward-mobiles are those who react positively to the bureaucratic situation and succeed in it. The indifferents are

> the uncommitted majority who see their jobs as mere instruments to obtain off-work satisfaction. The *ambivalents* are a small, perpetually disturbed minority who can neither renounce their claims for status and power nor play the disciplined role that would enable them to cash in such claims (37:15).

Four major motivational patterns of formal organizations are identified. These are legal compliance, use of rewards, job identification, and the use of purposive incentives (1:106). Katz and Kahn (27) suggest that high quantity and quality of role performance is realized when motivations arise from intrinsic satisfactions that come from self-expression and self-determination. This is evidenced in contemporary research. "Yet, some recent research related to the motivation of teachers, particularly of elementary school teachers, suggests that the primary source of satisfaction and motivation for this group is the quality of interpersonal relationships that exist with a school." (1:107)

The formal organization as a social system must satisfy the needs of the organization and the needs of the individuals within the organization. The Getzel-Guba Theory Model presented in Figure 1 is an excellent depiction of the two dimensions of social behavior. These dimensions identified as Nomothetic and Idiographic represent the total function of the organization with respect to the organization and the individual within the organization. This figure is discussed in more detail in Chapter IV.

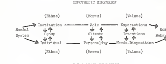

Figure 1.— Getzel-Guba Theory Model (34:22)

The foregoing are a few of the major dimensions of the structure and function of formal organizations. The school functions as a formal organization.

The School as a Formal Organization

> A school system is an open living social system which can be conceptualized in a number of ways in terms of system theory. For example, an individual school might be conceptualized as a system, its departments, sections, and divisions as subsystems; and the central staff, the board of education, the state education agencies, and if present trends continue--even federal agencies may all in the order listed be conceptualized as suprasystems. The environment of any given system consists not only of its subsystems and suprasystems, but also of all of the other systems in the society with their attendant beliefs, values, and purposes (31:62).

The individual school can be conceived as a system, a subsystem of the larger school system or a supresystem of organizations, formal and informal within the school. The school as a social system has an internal environment and an external environment. The external environment consists of all systems with which the school interacts. The school exchanges information across its boundary with other systems.

> . . . Any living system, including such social systems as the school system, has a precarious existence. It needs feedback in order to receive the information necessary for the system to serve the environment and to adjust to it, if the system is to survive. But the feedback disturbs the equilibrium and if the steady state cannot be restored, the system will break down. Change is necessary for the survival of the system, but it usually causes stress and strain (31:69).

A major area of concern becomes the nature and degree of interaction and influence among the variables within a system and between systems. This was the basic concern of this research. How does a condition in one social system, the community, influence a factor, organizational climate, in another system? This can be stated another way. How is a factor, organizational climate, in the internal system of a social system influenced by a condition in its external system or environment? As evidenced in educational research, the number of correlates seems endless. Large among the considerations must be the determination of the types of organizational personalities and what type or types of personality are conducive to the creation and maintenance of a dynamic system.

Two further considerations were necessary to build a base for this research. The first was a brief review of the environmental conditions in cultures of poverty and affluence and the second was a review of the internal factor of organizational climate within the school.

The School and the Community

The purpose of this portion of the review was to develop, from a study of current literature, profiles of the more extreme social and economic conditions that exist in communities.

Conditions of Poverty

The mission of the Southeastern Education Laboratory is to alleviate educational deprivation in the southeastern region. The pilot demonstration schools were selected on factors of disadvantage. There are several distinguishable groups of disadvantaged people in this region. These include the people in ghettos in the inner cities, those in isolated rural areas, Indians, Spanish Americans, and migrants. Thus the problems of poverty are made more complex by multi-racial and multi-cultural considerations. The common element is the condition of abject poverty. Liston defined poverty as "a persistent gap between 'what is' and 'what ought to be' as viewed subjectively by science, or according to the standards of society." (18:388) She noted that while economic factors such as lack of money, lack of jobs, and barriers such as race and color help to create this gap, there are deeper and more complex causes:

> Poverty is not only the result of resources inadequate to the attainment of essentials; frequently it exists because people do not make reasonably productive use of the resources they may have. Restrictions of the physical, economic, and social environment may also contribute to poverty.
>
> Poverty is not only deprivation, or maintenance of life at levels lower than the acceptable minimum, but also lack of human growth above minimum standards toward realization of human potentials.
>
> Poverty of individuals and families may be humanistic as well as economic. Special problems are poverty of time, lack of education in particular segments of our population, deficiency in human values, poverty in the arts, and poverty of rationality . . . (18:388).

This economic and humanistic poverty is the legacy of many children.

> Parental indifference to the value of education is transmitted to the children, whose careers are naturally characterized by poor attention, low achievement, and early leaving. Thus, the cycle of hopelessness and despair is repeated from generation to generation (18:389).

Literature reported by Frost and Hawkes in The Disadvantaged Child Issues and Innovations (18) indicated that social status is not unchangeable and social characteristics are not immutable. The disadvantaged are products of their environment, an environment which endows them with feelings of hopelessness, powerlessness, apathy, resentment, and anger. These are characteristic ways of thinking, feeling, and doing that are adaptive to the deprived environment. The school is in this setting of deprivation. Its task is to provide for maximum development of each individual as a person. There is nothing unique about this task, for it is the task of the school regardless of its socioeconomic surroundings. The task becomes a special one in the context of the special problems of the child in a culture of poverty. The school must find ways of tailoring programs that deal with these special problems. To develop such programs and meet each child's needs, the school leaders and teachers must understand the nature of the problems and the conditions of the environment, and communicate effectively with one another and with the community.

Conditions of Affluence

Herriott and St. John (22) presented in Social Class and the Urban School a description of the culture of affluence in contemporary society. In this portion of the review, the writer has summarized the description of this culture.

Success is a prime descriptor of conditions of affluence. Success in business or professional pursuits with concomitant prestige and economic security has enabled families to achieve a style of living ranging from "living well" to "conspicuous consumption": The style of living is dependent on career success of the family head, thus making this level of social class highly career-conscious. With economic success comes a striving for social success, to belong, to be strongly identified with the affluent families. Involvement, social, civic, and career, is of great importance. Organization or group functioning is important, but to be effective in organization there must be individual achievement and success.

The affluent live largely in suburbs. Success is evidenced in such external symbols as houses, furniture, clothing, automobiles, and boats.

The affluent realize the value of education. Many of them are college-educated and hold high aspirations for their children. They take pride and strong interest in the community or neighborhood school, especially if the school is identified with the affluent neighborhood. Often the school attended by one's children becomes in itself a status symbol.

Planning for the future is also an important characteristic of the affluent. This is evidenced in the attitudes and values of economic and social participation as well as in high aspirations of parents for their children.

For the purpose of this study the term "affluence" was conceived to mean "abundance" rather than to mean a condition of enormous wealth. Families in the affluent school areas appear to approximate the middle or upper-middle levels, largely the latter, of social classes.

The influences of the community on the school in the affluent community are many and varied. There is a large amount of input of information or feedback to be processed within the organization. Within the community special interest groups are operant and these interact with the school faculty. Often the nature of this interaction is complicated by considerations of wealth and status of organizations and individuals. The operation of an informal power structure within the community, and whether the school faculty is represented in this power structure are other important considerations.

In neither economic setting cited above is the operation of a school simple and easy. Whether it be in the disadvantaged or in the affluent setting, the school faculty must be an effective working team, a healthy organization, if it is to deal with the social forces operant and bring about positive change.

Studies of Organizational Climate in Schools

Utilizing data from the Organizational Climate Description Questionnaire, Halpin and Croft developed eight dimensions of organizational climate identified as follows:

Teachers' Behavior

1. *Disengagement* refers to the teachers' tendency to be "not with it." This dimension describes a group which is "not in gear" with respect to the task at hand. It corresponds to the more general concept of *anomie* as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.
2. *Hindrance* refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.
3. *Esprit* refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. *Intimacy* refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic, nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least "emotionally" --at a distance from his staff.
6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go only in one direction, and he is not sensitive to feedback from the staff.
7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms (20:150-151).

Scores on the eight dimensions are patterned to form six types of organizational climate. Arranged on a continuum they are: Open, Autonomous, Controlled, Familiar, Paternal, and Closed. Each climate type is defined as follows:

1. Open Climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortless. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all members.
2. Autonomous Climate is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high esprit results primarily from social-needs satisfaction. Satisfaction from task-achievement is also present, but to a lesser degree.

3. Controlled Climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed toward task accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.
4. Familiar Climate is highly personal, but uncontrolled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."
5. Paternal Climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of the acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, esprit among the members is low.
6. Closed Climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not "moving"; esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed as "authentic"; indeed, the organization seems to be stagnant (19:172-173).

The techniques developed by Halpin and Croft have been widely used for measuring organizational climate. Between 1964 and 1966, the Organizational Climate Description Questionnaire was used by various researchers to conduct at least forty-five studies. Brown and House (4) estimated the use of this instrument in over 100 studies by late 1967.

The question arises in the assessment of organizational climate as to whether value judgments should be placed on climate types. To this point, Halpin indicated that the quality of different climates is too vivid and compelling to be ignored. He stated:

> . . . [illegible] Climates were "the good guys," while the Closed Climates were "the bad guys."
>
> . . . .
>
> But the dialogue of the cowboy drama is not quite accurate. Rather does the Open Climate represent "the fortunate guys." "Good" and "bad" imply an element of intent and a distinction between "virtue" and "evil." But a Closed Climate can occur without evil or malice on anybody's part. It can result from a combination of fortuitous events over which the members of a particular school have little or no control . . . . The members of schools with Closed Climates are not sinners to be castigated but victims to be helped.
>
> . . . .
>
> . . . We believe that a Closed Climate is undesirable, that it is crippling to both the faculty and the students. Yet we prefer to view a Closed Climate as unhealthy or sick--not as evil (20:135-136).

Research cited in this study tends to support the above contentions.

Many studies of organizational climate are designed to consider influences on the climate and the nature and degree of influence. In creating their measurement techniques Halpin and Croft realized that factors of influence on climate would be many and complex.

> We recognize that among the numerous factors which could be conceived as defining the climate of a school, the following--at the very least--would need to be taken into account: The socio-economic status of the school's patrons; the biographical and personality characteristics of the principal and teachers; the "quality" of the students; the attitudes of the parents toward the school, the school's physical plant; the teachers' salary schedule, the educational and administrative policies of the school district, the location of the school, and, of prime importance, the social interaction that occurs between the teachers and the principal (34:27).

Numerous research studies on organizational climate have dealt with the factors cited by Halpin and Croft. Evidence is far from conclusive on the nature and degree of influence of each factor on organizational climate or of the climate on other factors. Nonetheless, the studies have pointed to strong tendencies and important implications.

Studies have not agreed on the influence of the variable of school size. Some studies have revealed a relationship between school size and organizational climate. Bushinger (5), Cresser (9), Cook (7), Watkins (45), Flagg (16), and Flanders (17) found that the organizational climate of a school decreased in proximity to the Open climate as size of the school increased. Watkins (45) found a positive relationship between staff size and the dimensions of Disengagement and Production Emphasis, and a negative relationship between size and Esprit, Aloofness, and Thrust.

> While this situational variable was related in a significant manner to five of the eight dimensions, its significant positive relationship to Disengagement coupled with its negative relationship with Esprit best illustrates the importance of staff size in the principal-staff relationship (44:56).

Other studies have shown no statistically significant relationship between the variable, size, and organizational climate. These include studies by McWilliams (29), Sargent (40), and Richens (38). These studies were done with samples of secondary school faculties only.

Age may be a factor of influence on organizational climate. Cook (7) found that teachers in Open climate schools were significantly older than teachers in any other climate, and teachers in Closed climate schools were significantly younger than teachers in Open climate schools. Bushinger (5) on the other hand found that the average staff age of a school decreased as the organizational climate increased in terms of Open climate. Average staff age was greater at schools with Closed climates. Watkins (45) found that the age of principals was significantly related to the dimension of Production Emphasis. Principals tended to decrease in activity with an increase in age. Ernst (12) found no significant relationship between the age of the principal and the organizational climate of his school. He further found no significant relationship betweenthe variables of the number of years of formal education of the principal, sex, marital status, and the number of years of educational experience and the organizational climate of the school. The study showed a relationship between the number of years' experience of the principal in his present school and organizational climate. The relationship was stronger in small schools than in medium-sized or large schools. Watkins (45) found no significant relationships between the above situational variables and the organizational climate of the school. Bushinger (5) found that teachers in schools with Closed climates were more experienced than teachers in the other school climates.

A number of studies have shown principals to view dimensions of climate and the global concept of climate more favorably than teachers. Kisson (24) found that principals perceived more Esprit and Intimacy and less Hindrance than did teachers. Sargent (40) found that principals perceived seven of the eight dimensions more favorably than did teachers. Only Aloofness was seen alike by teachers and principals. Boisen (3) found a greater divergence than congruence between teachers' and principals' perceptions and expectations for climate. Principals perceived the climate to be more Open than did teachers. Watkins (45) supported this finding. McWilliams (29) found that both principals and department heads perceived a different and more favorable school climate than did teachers.

There are strong implications that the principal is the key figure who sets the organizational climate of a school. Flagg (16) found that leadership characteristics of principals largely determined the climates of the schools over which they had control. This conclusion was supported by Cook (7). Cook further found that leadership behavior of elementary principals varied from climate type to climate type. Murphy (33) found that the personality pattern of the principal contributed to a teacher's perception of a school's organizational climate. Sargent (40), however, found that the degree of openness could not be predicted from personality characteristics of the principal. The relationship was functional, not causal. Ernst (12) found no significant relationships between the principal's level of empathy or his acceptance of self and others and the organizational climate of his school. Dugan (10) found a significant relationship between the communication behavior of principals and the organizational climates of their schools. Principals of Open climate schools were rated as more satisfactory communicators than principals of Closed climate schools. No significant relationship was found between principals' perception of their own behavior and that perceived by teachers. Esma (11) stressed the need for research on the impact of the superintendent of schools on teacher perceptions of organizational climate.

Studies indicate a relationship between teacher attitudes, teacher behavior, and teacher personality characteristics and the organizational climate of schools. Null (35) indicated that teachers with good attitudes toward children perceived an Open climate school while teachers with poor attitudes perceived a Closed climate school. This study also found a relationship between personality factors and dimensions or organizational climate. Sargent (40) found that teacher satisfaction with work was dependent on the openness of the school climate. The more Open the climate, the more favorably teachers viewed the school. This finding was supported in a study of student teachers. Febel (14) found that the efficacy of the student teaching situation was perceived more favorably by student teachers in Open climate schools than by student teachers in Closed climate schools. Johnson (26) found that achievement, interpersonal relations, and work itself affected teacher satisfaction; and policy and administration, working conditions, status and personal life significantly affected teacher dissatisfaction. He found that achievement, recognition, and work itself were common to satisfaction of elementary and secondary school teachers. Secondary school teachers emphasized the need for responsibility and elementary school teachers emphasized the need for good interpersonal relations as factors important to teachers' satisfaction. He surmised that an Open climate is favorable to the meeting of these needs. Murphy (33) concluded that the individual personality pattern of a teacher influenced her perception of the organizational climate of the school. This finding was supported by Collins (6) who also found statistically significant differences in satisfaction levels among personality types. He found that "intuitives" favored the Open climate while the "sensing" types appeared to have high satisfaction in both Open and Closed climates. Palmer (36) found that cosmopolitans viewed the school climate less favorably than did locals. Several studies have pointed to the elusiveness of personality variables in terms of prediction value. The nature and degree of relationships varied significantly from one situation to another.

Studies by Morris (32) and Watkins (44) raised questions about the validity of the O.C.D.Q. to measure climate for secondary schools. In both studies, secondary schools were found to have heavy loadings toward the Closed end of the climate continuum. A study by Nichens (38) d similar findings. Of sixty-three participating high schools, forty-x had Closed climates, and 93 percent of the total sample tended toward closedness.

The foregoing review of research indicated that the organizational climate is sensitive to many variables. The fact that there was inconsistency of findings relating to these variables indicates that there are at least two problems involved in such research. First, it is clear that the personality of an organization, like the personality of an individual, is highly complex and is the product of many intricate and changing relationships in the environment. Second, the Organizational Climate Description Questionnaire measures eight separate dimensions of interaction and behavior as well as determining climate types. Often a situational variable will show no relationship to the global concept of climate but will show a strong relationship to one or more of the dimensions of climate. Whether a researcher has considered this point can make a significant difference in reported findings.

The review of research to this point dealt with general situational and biographical variables that appear to influence or to be influenced by organizational climate. In consideration of the focus of this particular study, it seemed appropriate at this point to report major findings of studies designed to deal with relationships between cultural, social and economic factors and the organizational climate of schools in particular.

Brown and House (4) asserted that the organizational climate of schools is sensitive to cultural and socioeconomic impairment. A study by Gentry and Kenney (19) supported this contention. Utilizing the O.C.D.Q. they compared the organizational climates of Negro and white elementary schools located in a predominantly segregated school system in the Southeastern part of the country in an effort to determine whether faculties of the white and Negro schools perceived the organizational climate of their schools differently, and,if so, to determine where the difference lay. Results of the study provided evidence that Negro and white elementary school faculties in the sample viewed the organizational climate of their schools differently:

> . . . Negro faculties tend to view their schools as falling on the "Closed" end of the climate continuum (Paternalistic or Closed) while white teachers see their school as having a bipolar distribution on the climate continuum (Open or Paternalistic) . . . .
>
> . . . .
>
> It is apparent that Negro faculties see the faculty group as having rather low morale and as being highly disengaged from their tasks. At the same time they view the principal as emphasizing Production, with modest Consideration for the faculty. On the other hand, white faculties tend to have higher morale within the faculty group and to view the principal as hard working and considerate. Leadership in the Negro faculties is apparently centered in the principal, while in white faculties it arises both from the faculty group and the principal.
>
> . . . .
>
> . . . Following this line of thinking the data . . . seem to indicate that white principals have achieved a degree of balance in their operation. Morale in their schools is generally high, the teachers view the principal as considerate, and there seems to be a reasonable balance between Production Emphasis and Thrust. In other words, the organization apparently meets the twin needs of the faculty group, e.g., social satisfaction and task accomplishment. Conversely the Negro principal appears to have become more oriented to his superiors with a corresponding lessening of concern for his subordinates. While working hard himself and emphasizing Production, there apparently is low task accomplishment due to low morale and high Disengagement on the part of the faculty (19:176-178).

Gentry and Kenney noted that a high percentage of both white and Negro faculties tended to view their schools as "Paternalistic." They indicated that this could be a feature common to the southeastern region and cited this as a point of departure for future research.

Other studies found race distinctions to be significantly important. Hinson (24) found that Negro schools were evaluated more negatively than were white schools. A study by Watkins (45) supported this finding. He further concluded that Negro school situations were perceived by the staffs to be characterized by significantly greater Hindrance than the white schools, and Negro principals were perceived to be significantly less aloof and less considerate than the white principals. The study also showed greater feeling of staff Disengagement and more principal direction in staff behavior in the Negro school situations. A study by Flanders (17) included these findings:

1. Urban white faculties most frequently perceive their schools as having an open climate, followed by the paternal and controlled climates. Rural white faculties perceived their schools as having the familiar climate most frequently, followed by the open and autonomous climates.
2. Rural Negro and urban Negro faculties perceived their schools as having either the paternal or closed climate with greatest frequency.
3. Small urban white schools were perceived as having an open climate with greater frequency than large urban white schools.
4. Not a single rural white faculty perceived their school as having a paternal climate. The autonomous climate was not perceived by a Negro faculty, and only one Negro faculty perceived a familiar climate.
5. White schools were perceived as having an "open" type climate with greater frequency than Negro schools.
6. Among white teachers, there was a tendency for the percentage who perceived the open, autonomous, and familiar climates to increase as the length of tenure in the school increased.
7. Among white teachers, the tendency existed for "openness" to be directly related to increasing tenure in the school.
8. Negro teachers in all tenure categories tended to perceive the climate of the school as being on the "closed" end of the climate continuum (17 2313).

The foregoing studies seem to imply that in school systems where schools are segregated by race, there are cultural, economic, [illegible] faculties of Negro schools and faculties of [illegible] organizational climate of their [illegible] were significantly different.

The contention that the organizational climate of schools is sensitive to cultural and socioeconomic impairment is supported in a study by Nicholas, Virjo, and Wattenberg (34). They investigated the effects of socioeconomic setting and organizational climate on problems brought to elementary school offices. They discovered a close similarity between the effects of a high socioeconomic setting and an "Open" climate on the number, types, and initiators of problems brought to elementary school offices. They also discovered a close similarity of effects between a low socioeconomic setting and a Closed organizational climate. Principals were the most frequent initiators of problems in high settings and Open climates, while pupils were the most frequent initiators of problems in low settings and Closed climate schools. Schools with high settings and Open climates showed a compounding of problems in school-community relations, co-curricular activities, and pupil property accounting. Schools with low settings and Closed climates showed a compounding of problems in pupil behavior problems.

The Open climate showed an encouraging effect on the number, types, and initiators of problems. The Closed climate showed an inhibiting effect.

Nicholas, Virjo, and Wattenberg (34) surmised from their findings that the Open climate is especially desirable in schools in changing neighborhoods. They cited implications in these findings for the control of delinquency and drop-out rates, for compensatory education, and for staff assignment and utilization.

Feldvebel (15), investigated the possibility that organizational climate is a function of the socioeconomic status of the community. He concluded that whereas there was no significant relationship between organizational climate on the one hand and social class on the other, there was a significant relationship between three of the dimensions of organizational climate, namely, Hindrance, Production Emphasis, and Consideration and the social class of the community. Two of these dimensions describe the behavior of principals. This may indicate that:

> (1) Community power structure may play a greater role in the selection of the principal than in the selection of teachers, (2) superintendents and boards in their selection procedure show awareness of the fact that principals are more visible to the community than teachers, and (3) the principal is more closely identified with community values than the rest of the school staff because his role demands that he mediate between the community and the organization (34:30).

Feldvebel cited the following implication from his findings

> Since most of the variance in the socio-economic class variable was seen to be associated with dimensions of the principal's behavior characteristics, it appears that there may be a possible source of conflict within schools with respect to the organization's tasks as perceived by teachers and principals. In addition, the biographic and personality characteristics of teachers may turn out to be more important predictors of the group dimension of organizational climate than is the social class of the community, this relationship would suggest the possibility of controlling organizational climate through the selection of teachers (15:3).

Findings in the above studies showed that there is a relationship between factors of cultural, social, and economic status of the community and the organizational climate of the school. The studies cited above, however, did not make a direct frontal attack on the problem. "Advantage" and "disadvantage" are relative terms. In most studies the samples were either all the schools of a particular school system or a random sample of schools from a general population area. Included in the sample were schools in lower, middle, and upper class communities. Many of the schools served a wide range of social class. The question arises as to whether these schools have the same forces and factors operant as schools which serve large numbers of families in a culture of poverty or in a culture of affluence. By selecting for comparison samples of schools with greater contrasts in socioeconomic setting, one may find stronger implications of the relationships between climate of the school and the community setting. This does not imply that such a study would determine causality.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

This chapter reports analysis of the data of this study. For the purposes of analysis and reporting, code numbers were assigned to the schools. The data were reported under four major headings representing the sub-problems of this study.

It was necessary to compute climate dimension scores and climate similarity scores in order to investigate sub-problems 1, 2 and 4. This was followed by computation of mean dimension scores and mean climate similarity scores for each school. The dimension and climate similarity scores for principals and the mean dimension and climate similarity scores for teachers in each school are contained in Tables A-1 through A-8 in Appendix B.

The lowest score in the array of climate similarity scores for each individual and for each school identifies the climate type. On the basis of this factor the actual or observed frequencies for sub-problems 1, 2, and 4 were computed. Factor scores on the eight dimensions of climate were computed for the investigation of sub-problem 3.

For the purposes of this study the writer accepted the .05 level as the minimum level for statistical significance.

Tende[illegible]dness in [illegible] and [illegible]r Groups

This phase of the study dealt with sub-problem 1. The purpose was to determine whether or not there were significant tendencies toward Open or Closed climates in disadvantaged and affluent schools. For the purposes of this study, perceptions of the Open, Autonomous, or Controlled categories indicated a tendency toward openness, and perceptions of the Closed, Paternalistic, or Familiar categories indicated a tendency toward closedness. Frequency tables were constructed for the purpose of conducting chi-square tests. The observed frequency is an actual count of the climate perceptions of individuals within each group with respect to the climate types. The expected frequency is a statistical calculation of the frequencies expected to fall in each category. The calculation is based on chance or on a previously established distribution. For tests of tendency, the expected frequency represented an even distribution of the number of respondents between the two climate types. A chi-square comparison of these data yields a numerical value which if large enough can be interpreted as statistically significant. A significant chi-square value for any group within this phase of the study would indicate a definite tendency toward openness or closedness. To emphasize the findings, the value of the chi-square, the level of significance, if any, and critical values of the chi-square based on the degrees of freedom were entered under each table.

Tables 1 through 7 contain a series of chi-square tests of tendency for respective groups and sub-groups in the study. The expected frequencies were based on even distribution of the number of rsons in the respective groups between the two climate categories. Table 1 indicates a difference significant beyond .001 between the distribution of perceptions of climate by teachers in disadvantaged schools and the expected distribution of teachers' perceptions. The data show that observed perceptions exceeded expectations in the Closed category and did not meet expectations in the Open category. There was a strong tendency toward a Closed climate in the sample of disadvantaged teachers.

TABLE 1

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY SCORES FOR ALL TEACHERS IN DISADVANTAGED SCHOOLS

	Climate Similarity Tendency		
	Open	Closed	Total
Observed Frequency	162	339	501
Expected Frequency	250.5	250.5	501.0

$\chi^2 = 62.53$ $p < .001$

$\chi^2_{.999}$ (df = 1) = 10.83

TABLE 2

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY
SCORES FOR ALL TEACHERS IN AFFLUENT SCHOOLS

	Climate Similarity Tendency		
	Open	Closed	Total
Observed Frequency	109	204	313
Expected Frequency	156.5	156.5	313.0

$X^2 = 28.83$ $p < .001$

$X^2_{999} (df = 1) = 10.83$

TABLE 3

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY
SCORES FOR TEACHERS IN DISADVANTAGED
ELEMENTARY SCHOOLS

	Climate Similarity Type		
	Open	Closed	Total
Observed Frequency	63	114	177
Expected Frequency	88.5	88.5	177.0

$X^2 = 14.69$ $p < .001$

$X^2_{999} (df = 1) = 10.83$

TABLE 4

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY SCORES FOR TEACHERS IN AFFLUENT ELEMENTARY SCHOOLS

	Climate Similarity Type		
	Open	Closed	Total
Observed Frequency	44	38	82
Expected Frequency	41.0	41.0	82.0

$\chi^2 = .44$ Non-significant

$\chi^2_{.95}$ (df = 1) = 3.84

TABLE 5

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY SCORES FOR TEACHERS IN DISADVANTAGED SECONDARY SCHOOLS

	Climate Similarity Tendency		
	Open	Closed	Total
Observed Frequency	15	98	113
Expected Frequency	56.5	56.5	113.0

$\chi^2 = 60.96$ $p < .001$

$\chi^2_{.999}$ (df = 1) = 10.83

TABLE

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY SCORES FOR TEACHERS IN AFFLUENT SECONDARY SCHOOLS

	Climate Similarity Tendency		
	Open	Closed	Total
Observed Frequency	65	166	231
Expected Frequency	115.5	115.5	231.0

$\chi^2 = 44.16$ $p < .001$

$\chi^2_{.999}$ (df = 1) = 10.83

TABLE 7

CHI-SQUARE TEST OF THE DISTRIBUTION OF CLIMATE SIMILARITY SCORES FOR TEACHERS IN DISADVANTAGED SCHOOLS WITH ELEMENTARY AND SECONDARY LEVELS

	Climate Similarity Tendency		
	Open	Closed	Total
Observed Frequency	34	127	211
Expected Frequency	105.5	105.5	211.0

$\chi^2 = 8.76$ $p < .01$

$\chi^2_{.99}$ (df = 1) = 6.64

$\chi^2_{.999}$ (df = 1) = 10.83

A differ [illegible] observed perceptions and expectations of all [illegible] 2 indicates this difference to be significant beyond the .001 level. The data show that perceptions of the Closed climate exceeded expectations while the perceptions of the Open climate tendency did not meet expectations. Thus teachers in disadvantaged and affluent school settings as respective groups perceived the climate to tend significantly toward closedness.

For closer scrutiny of the differences between observed and expected frequencies of these groups, the writer tested for tendency on each organizational level. Tables 3 and 4 relate to the elementary school level. Table 3 indicates a difference significant beyond the .001 level between the observed frequency and the expected distribution of perceptions of teachers in disadvantaged elementary schools. The test shows a strong tendency toward a Closed climate in disadvantaged elementary schools.

Table 4 indicates no significant tendency toward either openness or closedness in affluent elementary schools. Teachers were rather equally divided between the Open and Closed categories in their perceptions. This indicates that the perceptions of climate for this group approximated a normal distribution. This was not the case for teachers in disadvantaged elementary schools as was shown in Table 3 where a strong tendency toward closedness was found.

Tables 5 and 6 relate to the secondary school level. Table 5 indicates a difference beyond the .001 level between observed perceptions and the expected distribution of teachers' perceptions in disadvantaged secondary schools. Thus there was a strong tendency toward the Closed climate type.

[illegible] beyond the .001 level between [illegible] of teachers in affluent secondary schools indicating a strong tendency toward a Closed climate.

Table 7 portrays a test for tendency with respect to disadvantaged schools with elementary and secondary levels. There were no comparable schools in the affluent group. There was a difference significant beyond the .01 level between observed and expected perceptions of climate. Perceptions of Closed climate tendency exceeded expectations while the Open climate tendency did not meet expectations.

The results of tests in Tables 1 through 7 indicate that perceptions of organizational climate differed significantly between groups of schools in widely differing socioeconomic settings and that these differences varied with respect to organizational levels. Disadvantaged schools as groups showed stronger tendencies toward closedness than did affluent schools as groups. Secondary schools showed a stronger tendency toward closedness than did elementary schools. Only one sub-group in the total sample, the affluent elementary school group, showed a normal distribution between the Open and Closed climate categories. Tests of comparison between respective groups and sub-groups were made in the next phase of the study.

Comparison of Perceptions of Organizational Climate

This phase of the study dealt with sub-problem 2. The purpose was to determine whether or not significant differences existed in perceptions of organizational climate between teachers and principals within the groups and between teachers and between principals of the two groups. The six categories of climate represent the climate continuum from Open to Closed. Inasmuch as perception of any one person is based on his lowest score across the six categories, differences between two adjacent categories are slight. A tabulation of the lowest score for each respondent yielded the observed frequencies. Statistical comparison of the two groups yielded the expected frequency.

Comparison of Perceptions of Climate Within Disadvantaged and Affluent Groups

Two principals did not complete the instrument for this study. Of the twenty-one disadvantaged schools shown in Table 8, for which perceptions of both teachers and principals were obtained, there was teacher-principal agreement in six schools. Five of these schools were elementary schools. In the fifteen schools in which there was not teacher-principal agreement on type of climate, eight principals tended to perceive the climate as being more Closed than did their teachers while seven principals tended to perceive the climate as more Open. In six of the schools in which there was not teacher-principal agreement on type of climate, the climate category representing the perceptions of the teachers and that representing the perceptions of the principal were adjacent on the continuum indicating only slight differences in perception. Thus there were notable differences in perceptions of principals and teachers in eleven of the twenty-one schools.

Of the eight affluent schools in Table 9 for which perceptions of teachers and principals were obtained, one school shows teacher-principal agreement. One principal did not complete the instrument. In four of the remaining schools perceptions were only one category apart.

Thus [illegible] principals and teachers in three of the eight schools. In the seven schools in which there was not teacher-principal agreement, four principals tended to view the climate as more Open than did their teachers and three principals tended to view the climate as more Closed than did their teachers.

The foregoing differences in perceptions of climate were tested for statistical significance in Tables 10 and 11. In these cases it was necessary to use Fisher's exact probability test and to bi-polarize the climate categories to Open and Closed because of the small numbers of school principals. This test yields a probability value which must be equal to or exceed the .05 level for significance.

Distribution of teachers and principals' perceptions in Tables 10 and 11 represents the climate similarity score for each principal and the mean climate similarity score for teachers in each school. Table 10 indicates no significant difference between perceptions of principals and perceptions of teacher groups in the disadvantaged schools. This suggested that differences in perception must be largely within the Closed or within the Open end of the climate continuum.

Table 11 indicates no significant difference between perceptions of principals and teacher groups in the affluent schools. Therefore, there was close similarity between the disadvantaged and the affluent group with respect to teacher-principal agreement of climate perception.

TEACHERS-PRINCIPAL A[illegible] AGED SCHOOLS RELATIVE
TO PERCEPTI[illegible] [illegible]IONAL CLIMATE

Organizational Level and Code Number	Principal's Perception	Teachers' Perception	Agreement*
Elementary			
1106	Familiar	Open	
2101	Closed	Closed	*
2103	Paternalistic	Closed	
2104	Closed	Closed	*
2107	Closed	Paternalistic	
2109	Paternalistic	Paternalistic	*
2111	--	Controlled	
3101	Paternalistic	Paternalistic	*
3102	Closed	Familiar	
3103	Open	Open	*
3104	Paternalistic	Open	
Secondary			
1105	Autonomous	Closed	
2102	Paternalistic	Closed	
2106	Closed	Closed	*
2110	--	Familiar	
Elementary and Secondary			
1101	Familiar	Closed	
1102	Familiar	Paternalistic	
1103+	Familiar	Open	
1103+	Controlled	Open	
1104	Paternalistic	Controlled	
1105	Paternalistic	Closed	
2108	Closed	Familiar	
2112	Closed	Paternalistic	
3105	Autonomous	Paternalistic	

+ Principal and Assistant Principal

TABLE 9

TEACHERS-PRINCIPAL AGREEMENT IN AFFLUENT SCHOOLS RELATIVE TO PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Organizational Level and Code Number	Principal's Perception	Teachers' Perception	Agreement*
Elementary			
1301	Closed	Open	
1303	--	Open	
2301	Autonomous	Open	
2302	Paternalistic	Closed	
Secondary			
1302	Paternalistic	Familiar	
3301	Paternalistic	Closed	
3302	Familiar	Familiar	*
3303	Controlled	Paternalistic	
3304	Controlled	Closed	

TABLE 10

FISHER'S EXACT PROBABILITY TEST OF AGREEMENT OF ORGANIZATIONAL CLIMATE PERCEPTION OF PRINCIPALS AND TEACHER GROUPS IN DISADVANTAGED SCHOOLS

	Climate Similarity Type		
	Open	Closed	Total
Principals.	4	18	22
Teachers:	5	18	23
Total	9	36	45

p = .53 Non-significant

TABLE 11

FISHER'S EXACT PROBABILITY TEST OF AGREEMENT OF ORGANIZATIONAL CLIMATE PERCEPTION OF PRINCIPALS AND TEACHER GROUPS IN AFFLUENT SCHOOLS

	Climate Similarity Type		
	Open	Closed	Total
Principals.	3	5	8
Teachers:	3	6	9
Total	6	11	17

p = .75 Non-significant

Comparison of Perceptio[illegible]mate of Teachers and Principals between Disa[illegible] and Affluent Schools

The data presented in Table 12 indicate no significant difference between principals of the disadvantaged schools and principals of the affluent schools when the climate types are bi-polarized to Open and Closed. The differences found indicate that the principals of disadvantaged schools perceived the Closed climate with greater frequency than did principals of affluent schools.

A major concern in this sub-problem was the comparison of the perceptions of teachers in disadvantaged schools with those of teachers in affluent schools. Table 13 shows a difference significant beyond the .001 level between the perceptions of disadvantaged and affluent teachers. Perceptions of teachers in the disadvantaged schools exceeded expectations in the Open, Familiar, and Paternalistic categories and did not meet expectations in the Autonomous, Controlled, and Closed categories. Perceptions of teachers in affluent schools exceeded expectations in the Autonomous, Controlled, and Closed categories and did not meet expectations in the Open, Familiar, and Paternalistic categories. On examination of the individual categories, one finds that the major differences between the groups lie within the Closed end of the continuum. A larger proportion of the teachers in disadvantaged schools perceived the climate to be Paternalistic than did teachers in affluent schools.

At this point the differences between the two groups of teachers were presented with respect to the organizational level of the schools. Table 14 shows a difference approaching significance at the .05 level between the way elementary teachers in disadvantaged schools and elementary teachers in affluent schools perceived the climate of their school. The disadvantaged school elementary teachers perceived the climate to be comparatively more Paternalistic whereas the affluent school elementary teachers perceived the climate of their schools to be less Paternalistic and more Open than did the disadvantaged school group.

Therefore, it would appear that the climate in affluent elementary schools tended more toward openness than the climate in the disadvantaged elementary schools. Perceptions of the Paternalistic climate type were relatively more in evidence in disadvantaged elementary schools than in affluent elementary schools.

Table 15 shows a difference significant beyond the .01 level between the way secondary teachers in disadvantaged schools and secondary teachers in affluent schools perceived the climate of their schools. The disadvantaged group perceived the climate to be more Paternalistic and less Controlled and Open than expected, whereas the affluent group perceived the climate to be more Controlled and Open and less Paternalistic than expected.

The results of this phase of the study indicate that whereas principals and teachers differed with respect to perceptions of climate in the six categories, these differences tended to disappear when the categories were bi-polarized to Open, and Closed. However, there was not a sufficient number of principals in each group for a definitive, comparative analysis. Significant differences were found between climate perceptions of teachers in disadvantaged schools and teachers in affluent schools. Differences varied with respect to organizational level of the schools. The difference between elementary school groups was not significant but the difference between secondary school groups was significant beyond the .01 level. A strong tendency toward paternalism was found to be consistent for elementary and secondary levels of the disadvantaged schools.

As previously observed, there were greater differences between disadvantaged and affluent schools on the secondary school level than on the elementary school level. This indicates areas of implication with respect to differences in school organization and function at the different levels. The influence of size of schools may have been a factor as the secondary schools in the affluent sample were appreciably larger than those in the disadvantaged sample. As size of schools varies, the nature and structure of the organizations may differ considerably. An area for consideration is the relationship between the formal or informal character of an organization and its climate.

Another area for thought relates to the differences between organizational levels and the size and composition of the population area served. Elementary schools generally serve neighborhood while secondary schools generally serve larger districts. This indicates that the secondary schools are subject to wider variations in population and socioeconomic influences. These considerations hold implications for determining the population districts schools will serve, the size and composition of the school populations, and the structure and function of the school as an organization. Are neighborhood or community schools more likely or less likely to establish and maintain Open climates than schools in educational parks and complexes serving wide and diverse population areas? This should be a major concern for participants in educational planning.

TABLE 12

FISHER'S EXACT PROBABILITY TEST OF AGREEMENT OF ORGANIZATIONAL CLIMATE PERCEPTION OF DISADVANTAGED AND AFFLUENT PRINCIPALS

	Climate Similarity Type		
	Open	Closed	Total
Principals of Disadvantaged Schools	4	18	22
Principals of Affluent Schools	3	5	8
Total	7	23	30

$p = .94$ Non-significant

TABLE 13

CHI-SQUARE TEST OF AGREEMENT OF PERCEPTIONS OF ORGANIZATIONAL CLIMATE BY TEACHERS IN DISADVANTAGED AND AFFLUENT SCHOOLS

Group	Climate Similarity Category*						
	Open	Aut.	Cont.	Fam.	Pat.	Closed	Total
Teachers in Disadvantaged Schools:							
Observed Frequency	73	31	58	59	100	180	501
Expected Frequency	70.8	34.5	61.5	54.8	78.2	201.3	
Teachers in Affluent Schools:							
Observed Frequency	42	25	42	30	27	147	313
Expected Frequency	44.2	21.5	38.5	34.2	48.8	125.7	
Total	115	56	100	89	127	327	814

$\chi^2 = 24.17$ $p < .001$

$\chi^2_{.999}$ (df = 5) = 20.52

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

TABLE 14

[illegible] OF PERCEPTIONS OF ORGANIZATIONAL
CLIMATE [illegible] DISADVANTAGED AND
AFFLUENT ELEMENTARY SCHOOLS

Group	Climate Similarity Category*						
	Open	Aut.	Cont.	Fam	Pat.	Closed	Total
Teachers in Disadvantaged Elementary Schools:							
Observed Frequency	36	10	17	23	35	56	177
Expected Frequency	42.4	11.6	19.1	23.2	28.0	52.6	
Teachers in Affluent Elementary Schools:							
Observed Frequency	26	7	11	11	8	21	82
Expected Frequency	19.6	5.4	8.9	10.8	13.0	24.4	
Total	62	17	28	34	41	77	259

$\chi^2 = 10.67$ Non-significant

$\chi^2_{.95}$ (df = 5) = 11.07

* Aut. - Autonomous
Cont. - Controlled
Fam - Familiar
Pat. - Paternalistic

TABLE 15

CHI-SQUARE TEST OF AGREEMENT OF PERCEPTIONS OF ORGANIZATIONAL
CLIMATE BY TEACHERS IN DISADVANTAGED AND
AFFLUENT SECONDARY SCHOOLS

Group	Climate Similarity Category*						
	Open	Aut.	Cont.	Fam.	Pat.	Closed	Total
Teachers in Disadvantaged Secondary Schools:							
Observed Frequency	2	6	7	16	24	58	113
Expected Frequency	5.9	7.9	12.5	11.5	14.8	60.4	
Teachers in Affluent Secondary Schools:							
Observed Frequency	16	18	31	19	21	126	231
Expected Frequency	12.1	16.1	25.5	23.5	30.2	123.6	
Total	18	24	38	35	45	184	344

$\chi^2 = 19.45$ $p < .01$

χ^2_{99} (df = 5) = 15.09

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

Assignment to Gro[illegible] of Principal and Teacher [illegible] antages

This phase of the study dealt with sub-problem 3. The purpose was to determine whether or not it is possible to discriminate between the disadvantaged group and the affluent group with respect to the eight dimensions of behavior as measured by the O C D Q. Validity studies (2, 39, 42) reviewed for this study cited the advisability of measurement and analysis of perceptions of the individual dimensions of climate as well as of climate types. Thus this phase of the study was designed to compare the two groups with respect to each of the dimensions of behavior as well as to determine whether members of each group could be correctly classified on the basis of scores on the eight dimensions of behavior. Correct classification is made if the subjects can be divided into disadvantaged and affluent groups on the basis of responses on the eight behavior variables without prior knowledge of the actual classification.

Factor scores were used for analysis. These factor scores were computed by combining the raw scores (Likert Scale 1-4) for each subject on the O.C.D.Q. under each of the eight variables of behavior. Means and standard deviations were computed for each group and each subgroup. Mean squares and F ratios were computed as a means of determining where and to what extent behavior differs between respective groups and sub-groups. Discriminant analysis was then conducted to determine whether the subjects could be correctly classified into groups (disadvantaged and affluent) on the basis of the eight behavior variables. This process was to determine also the strength of each variable in the assignment to groups.

Other research studies (23, 32, 38, 44) and other phases of this study have indicated some patterns of difference in perceptions of climate at the different organizational levels. In consideration of these patterns of difference, the computer program for multiple discriminant analysis (8) was utilized three times. Elementary and secondary schools serving disadvantaged and affluent populations comprised the sample for the first analysis. It is desirable to have a nearly equal number of subjects in each group for discriminant analysis. The sample of schools in affluent communities had no schools with both elementary and secondary levels. Furthermore, the instrument utilized did not distinguish between teachers in different organizational levels within schools in the disadvantaged sample. For these reasons the writer excluded schools having both organizational levels from this phase of the study. The principal scores were combined with teacher scores for this analysis. The result for the first analysis was an N of 304 for the disadvantaged group and an N of 321 for the affluent group. Only elementary schools comprised the sample for the second analysis and only secondary schools comprised the sample for the third analysis. The N's were equalized for these analyses through random selection from the larger group to equalize the smaller group in the respective samples. A table of random numbers was utilized for selection of subjects. This resulted in an N of 85 for each group in the elementary school sample and an N of 117 for each group in the secondary school sample. Results are reported concurrently herein for the three analyses.

Correlation Analysis between Behavior Variables

An early task was to do a correlation analysis between the eight subtest scores for the groups. The purpose of the analysis was ermine the nature and extent of the relationship between the avior variables. For the purposes of this study any correlation of s than .50 was deemed not large enough to warrant discussion.

Tables 16 and 17 are correlation matrices of behavior variables for teachers and principals in disadvantaged and affluent schools. Table 16 indicates positive correlation between Esprit and Thrust and between Thrust and Consideration for principals and teachers in disadvantaged schools. This correlation indicates a positive link between the morale of a school faculty and the nature and extent of application of the principal to his tasks as a means of setting an example for the staff to follow. It further indicates a positive link between the principal's attempts to set an example for his staff and his consideration for the needs of his staff. Table 17 indicates that approximately the same pattern existed in the affluent sample.

Tables 18 and 19 are correlation matrices of behavior variables for teachers and principals in elementary schools. Table 18 indicates a positive correlation between Disengagement and Hindrance and between Thrust and Consideration, and a negative correlation between Esprit and Hindrance for teachers and principals in disadvantaged elementary schools. This correlation indicates a positive link between disinterest on the part of the teacher and feelings that the principal burdens teachers with routine tasks. A further positive link is indicated between a principal striving to set a good example for teachers and his desire to do something "humanly" for the teachers. A negative relationship is indicated between staff morale and teacher feelings that the principal burdens them with routine tasks.

TABLE 16

[illegible] FOR
[illegible] IN
DISADVANTAGED SCHOOLS

	Hin.	Esp.	Int.	Alo.	Pr. Emp.	Thr	Con
Disengagement (Dis.)	0.42	-0.38	0.13	0.27	0.14	-0.22	0.09
Hindrance (Hin.)		-0.42	-0.18	0.18	0.05	-0.30	-0.16
Esprit (Esp.)			0.20	-0.08	0.12	0.50	0.38
Intimacy (Int.)				-0.03	0.19	0.12	0.41
Aloofness (Alo.)					0.28	-0.05	0.07
Production Emphasis (Pr. Emp.)						0.17	0.31
Thrust (Thr.)							0.57
Consideration (Con.)							

TABLE 17

CORRELATION MATRIX OF CLIMATE DIMENSION FACTORS FOR TEACHERS AND PRINCIPALS IN AFFLUENT SCHOOLS

	Hin.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Con.
Disengagement (Dis.)	0.43	-0.39	-0.17	0.25	0.31	-0.35	-0.10
Hindrance (Hin.)		-0.42	-0.27	0.22	0.22	-0.39	-0.28
Esprit (Esp.)			0.38	-0.10	-0.00	0.57	0.46
Intimacy (Int.)				-0.01	0.02	0.26	0.31
Aloofness (Alo.)					0.28	-0.11	-0.09
Production Emphasis (Pr. Emp.)						-0.05	0.13
Thrust (Thr.)							0.59
Consideration (Con.)							

TABLE 18

CORRELATION MATRIX OF CLIMATE DIMENSION FACTORS FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED ELEMENTARY SCHOOLS

	Hin.	Esp.	Int.	Alo.	Pr. Emp	Thr.	Con.
Disengagement (Dis.)	0.51	-0.41	-0.10	0.15	0.16	-0.22	-0.05
Hindrance (Hin.)		-0.53	-0.14	0.06	0.17	-0.34	-0.18
Esprit (Esp.)			0.21	-0.04	-0.10	0.44	0.36
Intimacy (Int.)				-0.07	0.10	0.09	0.35
Aloofness (Alo.)					0.48	-0.24	-0.12
Production Emphasis (Pr. Emp.)						0.01	0.05
Thrust (Thr.)							0.50
Consideration (Con.)							

TABLE 19

CORRELATION MATRIX OF CLIMATE DIMENSION FACTORS FOR TEACHERS AND PRINCIPALS OF AFFLUENT ELEMENTARY SCHOOLS

	Hin.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Con.
Disengagement (Dis.)	0.42	-0.50	-0.26	0.21	0.26	-0.33	-0.13
Hindrance (Hin.)		-0.45	-0.46	0.33	0.28	-0.43	-0.29
Esprit (Esp.)			0.47	-0.37	-0.03	0.71	0.57
Intimacy (Int.)				-0.27	-0.15	0.47	0.45
Aloofness (Alo.)					0.19	-0.38	-0.35
Production Emphasis (Pr. Emp.)						-0.06	0.08
Thrust (Thr.)							0.72

[illegible] between Esprit and [illegible] and Consideration, and a negati[illegible] d Esprit. The relationships between Esprit and Thrust and between Thrust and Consideration were especially strong.

Tables 20 and 21 are correlation matrices of behavior variables for teachers and principals in disadvantaged and affluent secondary schools. Table 20 indicates a positive relationship between Thrust and Consideration for teachers and principals in disadvantaged secondary schools. Table 21 indicates a positive relationship between Esprit and Thrust and between Thrust and Consideration for teachers and principals in affluent secondary schools.

Consequently, some patterns of relationship appear to be relatively consistent throughout the several analyses. There was not sufficiently strong correlation to make one variable dependent on another. These findings compare favorably with the correlation analysis conducted by Andrew W. Halpin on the same data on which the O.C.D.Q. was established (20:155). Positive Correlations were found in that analysis between Esprit and Thrust.

Comparison of Teacher and Principal Behavior between Disadvantaged and Affluent Groups

Means and standard deviations were computed for each group on each of the dimensions. These data are reported in Tables 22 to 24. Table 22 contains means and standard deviations on the behavior dimensions for disadvantaged and affluent groups. The affluent group exceeded the disadvantaged group on dimensions of Hindrance, Esprit, Intimacy, Aloofness, and Production Emphasis. The disadvantaged group exceeded the affluent group on dimensions of Disengagement, Thrust, and Consideration.

[illegible]

[illegible] IONS FOR TEACHERS
[illegible] ANTAGED SECONDARY SCHOOLS

	Hin.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Con.
Disengagement (Dis.)	[illegible]	-0.26	0.25	0.15	0.17	-0.02	0.29
Hindrance (Hin.)		-0.30	-0.21	0.12	-0.06	-0.25	-0.14
Esprit (Esp.)			0.26	0.00	0.31	0.40	0.32
Intimacy (Int.)				-0.06	0.34	0.14	0.44
Aloofness (Alo.)					0.05	0.21	0.14
Production Emphasis (Pr. Emp.)						0.29	0.43
Thrust (Thr.)							0.60
Consideration (Con.)							

TABLE 21

CORRELATION MATRIX OF CLIMATE DIMENSION FACTORS FOR TEACHERS AND PRINCIPALS IN AFFLUENT SECONDARY SCHOOLS

	Hin.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Con.
Disengagement (Dis.)	0.39	-0.39	-0.10	0.08	0.18	-0.34	-0.18
Hindrance (Hin.)		-0.34	-0.26	0.16	0.09	-0.32	-0.29
Esprit (Esp.)			0.42	0.09	0.16	0.51	0.40
Intimacy (Int.)				0.13	-0.01	0.22	0.16
Aloofness (Alo.)					0.27	0.04	-0.07
Production Emphasis (Pr. Emp.)						0.15	0.30
Thrust (Thr.)							0.58
Consideration (Con.)							

TABLE 22

MEANS AND STANDARD DEVIATIONS OF CLIMATE DIMENSION FACTORS FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT SCHOOLS

	Means		Standard Deviations	
	Disadvantaged	Affluent	Disadvantaged	Affluent
Disengagement	17.52	17.09	5.17	4.38
Hindrance	12.04	13.72	3.34	3.63
Esprit	26.74	28.15	5.06	4.76
Intimacy	15.47	16.27	3.46	3.35
Aloofness	18.46	19.34	3.50	2.86
Production Emphasis	15.34	16.16	3.74	4.02
Thrust	27.68	26.83	5.19	5.93
Consideration	13.87	12.95	4.00	4.10

TABLE 23

MEANS AND STANDARD DEVIATIONS OF [illegible] FACTORS
FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED
AND AFFLUENT ELEMENTARY SCHOOLS

	Means		Standard Deviations	
	Disadvantaged	Affluent	Disadvantaged	Affluent
Disengagement	16.76	15.53	4.44	4.08
Hindrance	12.36	12.76	3.68	3.66
Esprit	27.20	29.35	5.00	4.92
Intimacy	14.84	16.53	3.05	3.34
Aloofness	17.99	18.26	3.22	2.85
Production Emphasis	16.14	14.75	4.13	3.39
Thrust	28.21	29.20	4.82	5.42
Consideration	14.00	14.40	3.69	4.08

TABLE 24

MEANS AND STANDARD DEVIATIONS OF CLIMATE DIMENSION FACTORS
FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED
AND AFFLUENT SECONDARY SCHOOLS

	Means		Standard Deviation	
	Disadvantaged	Affluent	Disadvantaged	Affluent
Disengagement	19.12	18.01	5.56	4.43
Hindrance	12.30	13.96	2.93	3.56
Esprit	25.53	27.50	4.41	4.38
Intimacy	16.22	16.27	3.69	3.19
Aloofness	19.29	20.44	3.45	2.41
Production Emphasis	15.03	16.57	3.21	3.97
Thrust	26.71	26.04	5.04	5.81
Consideration	13.85	12.70	4.20	4.03

Table 25 contains means and standard deviations on dimensions behavior for disadvantaged and affluent elementary school teachers. The affluent group exceeded the disadvantaged group on dimensions of Hindrance, Esprit, Intimacy, Aloofness, Thrust, and Consideration. The disadvantaged group exceeded the affluent group on measures of Disengagement and Production Emphasis.

Table 24 contains means and standard deviations on dimensions of behavior for disadvantaged and affluent secondary school teachers. The affluent group exceeded the disadvantaged group on the dimensions of Hindrance, Esprit, Intimacy, Aloofness, and Production Emphasis. The disadvantaged group exceeded the affluent group on the dimensions of Disengagement, Thrust, and Consideration.

The next step was to determine whether mean differences between groups were significant. Means contained in Tables 22 to 24 indicate direction of group differences and F Ratios in Tables 25 to 27 indicate whether these differences were found to be significant.

Utilizing between and within mean squares contained in Tables 25 to 27, F values were obtained for each of the variables. Means in Table 22 and F Ratios in Table 25 indicate significant differences in disadvantaged and affluent personnel on six of the eight dimensions. With respect to perceptions of teacher behavior, differences significant beyond the .001 level were found in favor of the affluent group with respect to the dimensions of Hindrance and Esprit and a difference significant beyond the .01 level was found in favor of the affluent group for the dimension of Intimacy. With respect to perceptions of principal behavior, a difference significant beyond the .001 level was found in favor of the affluent group for the dimension of Aloofness, a difference significant beyond the .01 level was found in favor of the affluent group on the dimension of Production Emphasis, and a difference significant beyond the .01 level was found in favor of the disadvantaged group for the dimension of Consideration. No significant difference was found for the dimension of Disengagement. The difference found for the dimension of Thrust was in favor of the disadvantaged group, but it was not statistically significant. Means in Table 23 and F Ratios in Table 26 indicate significant differences on three dimensions for the elementary school sample alone. With respect to teacher behavior, significant differences beyond the .01 level for the dimension of Esprit and beyond the .001 level for the dimension of Intimacy, both in favor of the affluent elementary school group, were found. No significant difference was found for the dimension of Hindrance. A difference was found in favor of the disadvantaged group for Disengagement but it was not statistically significant.

With respect to the perceptions of principal behavior in the elementary school sample, a significant difference was found in only one dimension. A difference in favor of the disadvantaged group, significant beyond the .05 level was found for the dimension of Production Emphasis. No significant differences were found for the dimension of Aloofness, Thrust, and Consideration.

More significant differences were found in an analysis of the secondary school sample alone than were found for the elementary sample alone. This adds emphasis to the writer's comments in the second phase of the study where he noted wider differences between secondary schools than between elementary schools with respect to perceptions of climate. Wider differences with regard to particular characteristics of behavior were found for secondary schools than for elementary schools.

TABLE 25

MEAN SQUARES AND F RATIOS ON CLIMATE DIMENSION FACTORS
FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED
AND AFFLUENT SCHOOLS

Variable	Between Mean Squares	Within Mean Squares	F Ratio	p*
Disengagement	27.81	22.84	1.2	--
Hindrance	440.85	12.17	36.2	< .001
Esprit	313.19	24.09	13.0	< .001
Intimacy	98.44	11.58	8.5	< .01
Aloofness	119.75	10.18	11.8	< .001
Production Emphasis	105.81	15.09	7.0	< .01
Thrust	113.38	31.14	3.6	--
Consideration	133.52	16.44	8.1	< .01

*df = 1 and 623

TABLE 26

MEAN SQUARES AND F RATIOS ON CLIMATE DIMENSION FACTORS FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT ELEMENTARY SCHOOLS

Variable	Between Mean Squares	Within Mean Squares	F Ratio	p*
Disengagement	64.85	18.19	3.56	--
Hindrance	6.80	13.46	0.51	--
Esprit	197.02	24.64	8.00	< .01
Intimacy	121.97	10.21	11.95	< .001
Aloofness	3.11	9.26	0.34	--
Production Emphasis	81.91	14.28	5.74	< .05
Thrust	41.44	26.31	1.58	--
Consideration	6.80	15.12	0.45	--

*df = 1. and 168

TABLE 21

MEAN SQUARES AND F RATIOS ON CLIMATE DIMENSION FACTORS
FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED
AND AFFLUENT SECONDARY SCHOOLS

Variable	Between Mean Squares	Within Mean Squares	F Ratio	p*
Disengagement	72.24	25.31	2.89	--
Hindrance	160.84	10.65	15.10	< .001
Esprit	228.06	19.32	11.80	< .001
Intimacy	0.15	11.89	0.01	--
Aloofness	76.73	8.84	8.68	< .01
Production Emphasis	140.00	13.04	10.74	< .01
Thrust	26.00	29.59	0.88	--
Consideration	76.73	16.95	4.53	< .05

*df = 1. and 232

ns in Table 24 and F Ratios in Table 27 indicate significant fferences between disadvantaged secondary schools and affluent condary schools on five of the eight dimensions. With respect to teacher behavior, differences significant beyond the .001 level were found in favor of the affluent group on the dimensions of Hindrance and Esprit. No significant difference was found for Disengagement but the difference found was in favor of the disadvantaged group. No significant difference was found for the dimension of Intimacy.

With respect to perceptions of principal behavior in the secondary school sample, significant differences were found beyond the .01 level in favor of the affluent group for the dimensions of Aloofness and Production Emphasis and beyond the .05 level in favor of the disadvantaged group for the dimension of Consideration. No significant difference was found for the dimension of Thrust.

Thus the analysis showed marked differences between disadvantaged and affluent groups and subgroups on several of the behavior variables.

Group Separation and Assignment to Group

The next step of the analysis was to determine the relative contribution of each behavior variable to prediction of group membership. These data are provided in Tables 28 to 30. Table 28 indicates that large contributors to group separation for the combined sample of elementary and secondary schools were Hindrance and Esprit. This suggests that strong differences existed between the groups on matters of staff morale and feelings of burden from routine task assignment. Table 29 indicates that large contributors to group separation in the elementary school sample alone were Hindrance, Intimacy, and Prod[illegible] differences exist[illegible] burden from routine task assignment, [illegible], and the emphasis of the principal on production. Table 30 indicates that large contributors to group separation for the secondary school sample alone were Hindrance, Esprit, and Production Emphasis. The data suggest that strong differences existed between the groups on matters of staff morale, feelings of burden because of routine task assignment, and a stress on production by the principal.

It seemed somewhat strange that Hindrance, staff feelings of burden from routine tasks, carried a high weighting in the elementary group analysis when it was found that little difference in perceptions of this dimension of behavior existed between the two groups. An example given by Cooley and Lohnes should provide sufficient explanation:

> If two variables A and B are used in a discriminant analysis involving groups I and II, the following situation might prevail. Group I mean is higher than group II on variable A. There is no difference between groups I and II on variable B. Variables A and B are negatively correlated The resulting discriminant function would . . (utilize) the relation between A and B to produce minimum overlap between the groups, thus resulting in a high loading for variable B. For people of average A values, . . . the B score is quite useful in predicting group membership, even though the group means on B do not differ (8 :121).

This seems to be the situation with respect to the variables of Hindrance and Esprit in this sample.

The next step of the analysis was to seek to determine whether assignment to the correct group could be made. Chi-squares were computed for each subject. Values obtained provided indices

TABLE 28

DISCRIMINANT FUNCTION WEIGHTS BY DIMENSION FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT SCHOOLS

Variable	Weight
Disengagement	0.24
Hindrance	0.68
Esprit	0.52
Intimacy	0.37
Aloofness	0.22
Production Emphasis	0.12
Thrust	-0.10
Consideration	-0.33

TABLE 29

DISCRIMINANT FUNCTION WEIGHTS BY DIMENSION FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT ELEMENTARY SCHOOLS

Variable	Weight
Disengagement	0.17
Hindrance	-0.58
Esprit	-0.37
Intimacy	-0.57
Aloofness	-0.36
Production Emphasis	0.52
Thrust	-0.13
Consideration	0.16

TABLE 30

DISCRIMINANT FUNCTION WEIGHTS BY DIMENSION FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT SECONDARY SCHOOLS

Variable	Weight
Disengagement	0.28
Hindrance	-0.52
Esprit	-0.46
Intimacy	-0.07
Aloofness	-0.27
Production Emphasis	-0.39
Thrust	0.12
Consideration	0.30

of the subject's similarity to each group. The group to which the subject was more likely to belong was identified by the smallest of the chi-square values. This is identified by Cooley and Lohnes as Decision Rule I.

> The rule is read: The region of test space for group 1 is defined as the space for which the group 1 X^2 is smaller than the group 2 X^2. The region of group 2 is defined as the space for which the group 2 X^2 is smaller than the group 1 X^2 (8:137).

Cooley and Lohnes provide excellent geometric portrayal and description of group assignment in Chapters VI and VII of *Multivariate Procedures for the Behavioral Sciences* (8).

A 2 x 2 contingency table was constructed to depict the relationship of actual to predicted group membership for the groups containing both elementary and secondary schools. Table 31 indicates that on the basis of the eight behavior variables, 68.75 percent of the disadvantaged group and 69.78 percent of the affluent group were correctly classified. Table 32 indicates that for the elementary school sample alone, 69.41 percent of the disadvantaged group and 71.76 percent of the affluent group were correctly classified, and Table 33 indicates that for the secondary school sample alone, 74.36 percent of the disadvantaged group and 76.07 percent of the affluent group were correctly classified.

Hence, the data indicated that teacher and principal behavior differed significantly between disadvantaged and affluent groups. Some behavior variables carried stronger weight than others in separating subjects into disadvantaged and affluent groups. The dimensions of climate representing behavior traits of teachers and principals proved to be reasonably accurate factors on which to correctly assign teachers and principals into groups. Some areas of concern are evident. Assuming that an Open climate is desirable, strategies for organizational change should be developed for schools with Closed climates. These strategies could include such factors as input of personnel perceiving Open climate into schools with Closed climate, development of differentiated inservice training techniques for staff development, and concentrated efforts to cause changes in behavior of teachers and principals.

Comparison of Selected Variables with Perceptions of Climate Within Disadvantaged and Affluent Groups

The major task in this study was to investigate the relationship of the socioeconomic setting of the community to the behavior of teachers and principals and to perceptions of organizational climate of teachers and principals. However, the writer realized that there were perhaps other intervening variables to consider. Therefore certain variables were selected for tests of their influences on the organizational climate of schools. These were school organizational level, age, and experience in education. Hence, this phase of the study dealt with sub-problem 4.

Comparison of School Organizational Level with Perceptions of Climate

Many of the studies reviewed for this research study involved samples of elementary schools. Some of the studies involving secondary schools (29, 30, 38, 40, 43, 44) led this writer to be concerned with differences between the elementary and secondary level teachers and principals within each of the groups with respect to perceptions of organizational climate. The other phases of this study have shown comparisons between faculties of disadvantaged and affluent schools with respect to organizational levels. It remained at this point in the study to make comparisons within each group with respect to the organizational levels.

TABLE 31

CLASSIFICATION MATRIX FOR ACTUAL AND PREDICTED GROUP MEMBERSHIP FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT SCHOOLS

Actual Group	Predicted Group Disadvantaged Group	 Affluent Group	Percent Correctly Classified
Disadvantaged Group	209	95	68.75 %
Affluent Group	97	224	69.78 %

TABLE 32

CLASSIFICATION MATRIX FOR ACTUAL AND PREDICTED GROUP MEMBERSHIP FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT ELEMENTARY SCHOOLS

Actual Group	Predicted Group Disadvantaged Group	 Affluent Group	Percent Correctly Classified
Disadvantaged Group	59	26	69.41 %
Affluent Group	24	61	71.76 %

TABLE 33

CLASSIFICATION MATRIX FOR ACTUAL AND PREDICTED GROUP MEMBERSHIP FOR TEACHERS AND PRINCIPALS IN DISADVANTAGED AND AFFLUENT SECONDARY SCHOOLS

Actual Group	Predicted Group Disadvantaged Group	 Affluent Group	Percent Correctly Classified
Disadvantaged Group	87	30	74.36 %
Affluent Group	28	89	76.07 %

Table [illegible] indicates a difference significant beyond the .001 level with respect to perceptions of elementary teachers and those of secondary teachers in disadvantaged schools. A study of these data indicate strong differences in the extreme cells (Open and Closed) of the climate continuum. Perceptions of an Open climate exceeded expectations for the elementary school teachers but did not meet expectations for the secondary school teachers. Conversely, perceptions of a Closed climate did not meet expectations for elementary school teachers but exceeded expectations for secondary school teachers. Hence, it appears that there is strong evidence of a Closed climate in secondary schools that does not exist in the elementary schools.

The findings for the affluent group are consistent with those for the disadvantaged group. Table 35 indicates a difference significant beyond the .001 level between perceptions of organizational climate of elementary teachers and those of secondary teachers in the affluent schools. Here, too, the major differences lie in the extreme cells of the table. Teachers in elementary schools exceeded expectations in perceptions of the Open climate and did not meet expectations in perceptions of the Closed climate. Teachers in secondary schools exceeded expectations in perceptions of the Closed climate and did not meet expectations in perceptions of an Open climate.

Tables 36 and 37 contain tests of the relationship of the level of administration to climate perceptions. No significant relationship was found. However, the small number of principals in each sample made it necessary for the writer to bi-polarize the climate dimension to Open and Closed, thus reducing the sensitivity of the test.

TABLE 34

CHI-SQUARE TEST OF THE RELATIONSHIP OF THE ORGANIZATIONAL LEVEL OF TEACHERS IN DISADVANTAGED SCHOOLS WITH THEIR PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Organizational Level	Climate Similarity Category*						
	Open	Aut.	Cont.	Fam.	Pat.	Closed	Total
Elementary							
Actual Frequency	36	10	17	23	35	56	177
Predicted Frequency	23.2	9.8	14.6	23.8	36.0	67.7	177
Secondary							
Actual Frequency	2	6	7	16	24	58	113
Predicted Frequency	14.8	6.2	9.4	15.2	23.0	44.4	113
Total	38	16	24	39	59	114	290

$x^2 = 25.46$ $p < 001$

$x^2_{.999}$ $(df = 5) = 20.52$

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

TABLE 35

[illegible] OF THE RELATIONSHIP OF THE ORGANIZATIONAL LEVEL [illegible] IN AFFLUENT SCHOOLS WITH THEIR PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Organizational Level	Climate Similarity Category*						
	Open	Aut.	Cont.	Fam.	Pat.	Closed	Total
Elementary							
Actual Frequency	26	7	11	11	6	21	82
Predicted Frequency	11.0	6.6	11.0	7.9	7.1	38.5	
Secondary							
Actual Frequency	16	18	31	19	21	126	231
Predicted Frequency	31.0	18.5	31.0	22.1	19.9	108.5	
Total	42	25	42	30	37	147	313

$\chi^2 = 40.45$ $p < .001$

$\chi^2_{.999}$ (df = 5) = 20.52

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

TABLE 36

FISHER'S EXACT PROBABILITY TEST OF THE RELATIONSHIP OF THE ORGANIZATIONAL LEVEL OF PRINCIPALS OF DISADVANTAGED SCHOOLS WITH THEIR PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Organizational Level	Climate Similarity Tendency		
	Open	Closed	Total
Elementary	1	9	10
Secondary	1	2	3
Total	2	11	13

$p = .42$ Non-significant

TABLE 37

FISHER'S EXACT PROBABILITY TEST OF THE RELATIONSHIP OF THE ORGANIZATIONAL LEVEL OF PRINCIPALS OF AFFLUENT SCHOOLS WITH THEIR PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Organizational Level	Climate Similarity Tendency		
	Open	Closed	Total
Elementary	2	1	3
Secondary	2	3	5
Total	4	4	8

$p = .50$ Non-significant

[illegible] that proportionately more elementary school principals [illegible] the climate as tending toward closedness than did secondary school principals in the disadvantaged group. Table 37, however, indicates that proportionately more secondary school principals perceived a Closed climate than did elementary school principals in the affluent group.

Comparison of Age of Teachers and Principals with Perceptions of Climate

The second intervening variable studied was that of age of the subjects. For purposes of computer processing and treatment of data the writer found it desirable to arrange the data in age blocks as seen in Table 38. No significant relationship was found among different age groups of teachers in disadvantaged schools with perceptions of organizational climate. The data, however, show that more teachers forty years of age or older perceived the climate as tending toward openness than was expected while the reverse was found for teachers younger than forty years.

As seen in Table 39, this pattern was found in the affluent group data also. While a significant relationship was not found, the data indicate that the older teachers (forty years of age or older) perceived more openness of climate than was expected, while the younger teachers (younger than forty years) perceived less openness than was expected. This pattern indicates that considerations with regard to job tenure, professional and social experiences, teacher-principal relationships and communication procedures should be made in teacher assignment and in staff development.

TABLE 38

CHI-SQUARE TEST OF THE RELATIONSHIP OF AGE OF TEACHERS IN DISADVANTAGED SCHOOLS WITH THEIR PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Age Group	Climate Similarity Tendency Open	 Closed	 Total
0 - 29 Years			
Observed Frequency	47	114	161
Expected Frequency	52.9	108.1	
30 - 39 Years			
Observed Frequency	42	94	136
Expected Frequency	44.7	91.3	
40 - 49 Years			
Observed Frequency	37	58	95
Expected Frequency	31.2	63.8	
50 Years or Over			
Observed Frequency	36	65	101
Expected Frequency	33.2	67.8	
Total	162	331	493

$\chi^2 = 3.18$ Non-significant

$\chi^2_{.95}$ (df = 3) = 7.815

TABLE 39

[illegible] THE RELATIONSHIP OF [illegible] TEACHERS IN [illegible] SCHOOLS WITH THEIR PERCEPTIONS OF ORGANIZATIONAL CLIMATE

Age Group	Climate Similarity Tendency Open	 Closed	 Total
20 - 29 Years			
Observed Frequency	50	107	157
Expected Frequency	55.0	102.0	
30 - 39 Years			
Observed Frequency	21	48	69
Expected Frequency	24.2	44.8	
40 - 49 Years			
Observed Frequency	19	25	44
Expected Frequency	15.4	28.6	
50 Years and Over			
Observed Frequency	19	22	41
Expected Frequency	14.4	26.6	
Total	109	202	311

$\chi^2 = 4.93$ Non-significant

$\chi^2_{.95}\ (\mathrm{df} = 3) = 7.815$

[illegible] principals' perc[illegible] the principals of disadvantaged schools, in [illegible], as shown in Table 40, indicate a strong tendency toward closedness, but the tendency appeared stronger for principals under forty years of age than for principals over forty years of age. Very little difference is seen in Table 41 with respect to the relation of age difference to perceptions of climate for principals of affluent schools.

Comparison of Experience in Education of Teachers and Principals with Perceptions of Climate

The third intervening variable studied was that of experience in education of the subjects. Table 42 indicates a difference significant beyond the .05 level with respect to the relationship between years of experience in education by teachers in disadvantaged schools and their perceptions of organizational climate. A study of the data indicates that this difference occurred largely in the group with 20 - 29 years of experience where a proportionately larger number of teachers perceived the climate as tending toward openness than did teachers in any other group.

As seen in Table 43, this pattern is borne out in the affluent group. The differences found for this group, however, were not statistically significant. A study of the data indicates that the difference which does exist lies largely in the group with 20 - 29 years of experience. A proportionately larger number of teachers in this group perceived the climate as tending toward openness than did teachers in any other group. These findings reinforce the concern already expressed with regard to varying patterns of interaction within a school faculty and principal-teacher relations.

TABLE 40

FISHER'S EXACT PROBABILITY TEST OF THE RELATIONSHIP OF AGE TO ORGANIZATIONAL CLIMATE PERCEPTIONS OF PRINCIPALS OF DISADVANTAGED SCHOOLS

	Climate Similarity Tendency		
Age Group	Open	Closed	Total
20 - 39 Years	0	7	7
40 Years and Over	4	11	15
Total	4	18	22

$p = .71$ Non-significant

TABLE 41

FISHER'S EXACT PROBABILITY TEST OF THE RELATIONSHIP OF AGE TO ORGANIZATIONAL CLIMATE PERCEPTIONS OF PRINCIPALS OF AFFLUENT SCHOOLS

Age Group	Climate Similarity Tendency		
	Open	Closed	Total
20 - 39 Years	1	2	3
40 Years and Over	2	3	5
Total	3	5	8

p = .19 Non-significant

TABLE 42

CHI-SQUARE TEST OF THE RELATIONSHIP OF EXPERIENCE IN EDUCATION
WITH ORGANIZATIONAL CLIMATE PERCEPTIONS OF TEACHERS
IN DISADVANTAGED SCHOOLS

Experience Group	Climate Similarity Tendency Open	 Closed	 Total
0 - 9 Years			
Observed Frequency	86	178	264
Expected Frequency	87.1	176.9	
10 - 19 Years			
Observed Frequency	34	91	125
Expected Frequency	41.2	83.8	
20 - 29 Years			
Observed Frequency	29	29	58
Expected Frequency	19.1	38.9	
30 Years or Over			
Observed Frequency	15	35	50
Expected Frequency	16.5	33.5	
Total	164	333	497

$\chi^2 = 9.71$ $p < .05$

$\chi^2_{.95}$ $(df = 3) = 7.82$

$\chi^2_{.99}$ $(df = 3) = 11.34$

TABLE 43

[illegible] OF THE RELATIONSHIP OF EXPERIENCE IN EDUCATION [illegible] ORGANIZATIONAL CLIMATE PERCEPTIONS OF TEACHERS IN AFFLUENT SCHOOLS

Experience Group	Climate Similarity Tendency Open	Closed	Total
0 - 9 Years			
Observed Frequency	70	146	216
Expected Frequency	75.9	140.1	
10 - 19 Years			
Observed Frequency	25	41	66
Expected Frequency	23.2	42.8	
20 - 29 Years			
Observed Frequency	12	9	21
Expected Frequency	7.4	13.6	
30 Years and Over			
Observed Frequency	3	7	10
Expected Frequency	3.5	6.5	
Total	110	203	313

$\chi^2 = 5.50$ Non-significant

$\chi^2_{.95}$ (df = 3) = 7.82

No significant relationship was found between experience of principals and their perceptions of organizational climate. Table 44 shows very little difference in perceptions of climate between principals with fewer than twenty years of experience and principals with twenty or more years of experience in the disadvantaged group. Table 45 shows that proportionately fewer principals in affluent schools with fewer than twenty years of experience view the climate as tending toward closedness than do principals with twenty or more years of experience. The difference, however, did not prove statistically significant.

Chapter Summary

Chapter III has been a report of the content and an analysis of the data of this study. The data were treated with regard to the four sub-problems identified in Chapter I. Findings from treatment of the data were reported under headings in the order of and representing the sub-problems. The first treatment of data involved use of a computer program to determine climate dimension and climate similarity scores for teachers and principals. The climate dimension scores were necessary for computation of the climate similarity scores and the climate similarity scores were necessary for investigation of subproblems 1, 2, and 4. Sub-problem 1 was an investigation of whether or not there was a tendency toward Open or Closed climate in disadvantaged and affluent schools. Sub-problem 2 was a comparison of perceptions of climate of teachers and principals in disadvantaged and affluent schools. Sub-problem 4 was an investigation of possible intervention of selected other variables in teacher and principal perceptions. In sub-problem 3, a computer program was utilized to compare behavior

TABLE 44

FISHER'S EXACT PROBABILITY TEST OF THE RELATIONSHIP OF EXPERIENCE IN EDUCATION WITH ORGANIZATIONAL CLIMATE PERCEPTIONS OF PRINCIPALS OF DISADVANTAGED SCHOOLS

Experience Group	Climate Similarity Type		
	Open	Closed	Total
0 - 19 Years	3	13	16
20 Years and Over	1	5	6
Total	4	18	22

p = .71 Non-significant

TABLE 45

FISHER'S EXACT PROBABILITY TEST OF THE [illegible] OF EXPERIENCE IN EDUCATION WITH ORGANIZATIONAL CLIMATE PERCEPTIONS OF PRINCIPALS OF AFFLUENT SCHOOLS

Experience Group	Climate Similarity Type		
	Open	Closed	Total
0 - 19 Years	3	3	6
20 Years and Over	0	2	2

p = .36 Non-significant

characteristics of teachers and principals in disadvantaged and affluent schools and determine whether or not assignment to groups could be ascertained on the basis of comparison of behavior. These investigations were made to determine the relationship of the organizational climate of the school to the socioeconomic setting of the community in which it is located.

Chapter IV presents the major findings of the study, discusses implications of the findings, and presents recommendations from the writer.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to make a comparative investigation of the organizational climate in schools serving disadvantaged populations and schools serving affluent populations, and to investigate relationships between selected biographical and situational factors and the organizational climate of these schools.

A review of related literature and research provided a basis for identifying and selecting the four sub-problems which were investigated in this study.

Eight hundred fourteen teachers and 30 principals from 32 schools in the southeastern United States comprised the total sample. Twenty-three of the schools with 501 teacher participants and 22 principal participants served disadvantaged populations and nine schools with 313 teacher participants and 8 principal participants served affluent populations. The schools serving disadvantaged populations were pilot demonstration schools for the Southeastern Education Laboratory. The schools in the sample varied widely with respect to organizational patterns and levels as well as size.

The Organizational Climate Description Questionnaire was administered in faculty group sessions to participating schools in the early fall of the 1967-68 school year.

[illegible] program at the University of Georgia Computing Center was utilized to determine climate dimension and climate similarity scores for teachers and principals and a computer program at the University of Florida Computing Center was utilized to do multiple discriminant analysis of the data. Other statistical analyses were done by means of the chi-square test and Fisher's exact probability test.

Conclusions

The results of the study justify the following tentative conclusions with respect to the schools involved in the study:

Sub-Problem 1

There was a significant tendency toward the Closed climate in both disadvantaged and affluent schools when elementary and secondary schools were considered as a single sample. There was marked variation when the schools were considered by organizational levels. Secondary schools in both disadvantaged and affluent communities showed a marked tendency toward the Closed climate. There was a tendency toward the Closed climate in disadvantaged elementary schools but this tendency was less pronounced than in the secondary schools. There was no significant tendency toward openness or closedness in the affluent elementary schools.

Sub-Problem 2

1. Teachers and principals in the disadvantaged and affluent schools were not in agreement on the organizational climate of their respective schools. However, when the climate was considered with

[illegible] ended to disappear [illegible], McWilliams (29) which suggested that principals perceived a more favorable climate than did teachers.

2. Principals of the disadvantaged schools and principals of the affluent schools did not differ significantly with respect to perceptions of organizational climate. The sample was not, however, of sufficient size for comprehensive or definitive comparative analysis.

3. Teachers in disadvantaged schools and teachers in affluent schools differed significantly with respect to perceptions of organizational climate. These differences varied with respect to organizational levels. When elementary and secondary schools were considered in a single sample, major differences between perceptions of teachers in disadvantaged schools and those of teachers in affluent schools lay within the Closed end of the climate continuum. Although both groups strongly perceived the Closed climate, a greater difference existed with respect to the Paternalistic climate type. Paternalism was apparently quite strongly perceived in the typical disadvantaged school but not in the typical affluent school. These characteristics were strongly evidenced in the secondary schools. They were less in evidence in elementary schools. Teachers in disadvantaged elementary schools and teachers in affluent elementary schools did not differ significantly with respect to perceptions of the six types of climate. The tendency toward closedness in the disadvantaged elementary schools was not evidenced in the affluent elementary schools. There was evidence of more paternalism in the disadvantaged elementary school than in the affluent elementary school.

Sub-Problem 3

1. There were significant differences between faculties of disadvantaged schools and faculties of affluent schools with respect to certain types of teacher and principal behavior. These differences varied considerably with respect to organizational levels of schools. The teachers of affluent schools exceeded teachers of disadvantaged schools with respect to measures of Hindrance, Esprit, and Intimacy. For the elementary school sample alone, teachers in the affluent schools exceeded teachers in the disadvantaged schools on measures of Esprit and Intimacy. For the secondary school sample alone, the teachers in the affluent schools exceeded teachers in the disadvantaged schools with respect to measures of Hindrance and Esprit.

Principal behavior also differed significantly. Principals of affluent schools exceeded principals of disadvantaged schools with respect to measurement of Production Emphasis, while principals of disadvantaged schools exceeded principals of affluent schools with respect to measurement of Consideration. For the elementary school sample alone, the principals of disadvantaged schools exceeded the principals of affluent schools on the measure of Production Emphasis. For the secondary school sample alone, the principals of affluent schools exceeded the principals of disadvantaged schools on measures of Aloofness and Production Emphasis while principals of disadvantaged schools exceeded principals of affluent schools on measurement of Consideration. These differences are summarized in Table 46.

2. It was possible to discriminate between teachers and principals of disadvantaged schools and teachers and principals of affluent schools on the basis of the eight behavior variables identified

TABLE 46

SUMMARY OF SIGNIFICANT DIFFERENCES BETWEEN FACULTY BEHAVIOR IN DISADVANTAGED SCHOOLS AND FACULTY BEHAVIOR IN AFFLUENT SCHOOLS

(An "X" indicates significant differences in behavior and the direction of each difference).

Variable	Elementary and Secondary Schools		Elementary Schools Only		Secondary Schools Only	
	Disadv.	Affluent	Disadv	Affluent	Disad.	Affluent
Teacher Behavior:						
Disengagement						
Hindrance		X				X
Esprit		X		X		X
Intimacy		X		X		
Principal Behavior:						
Aloofness						X
Production Emphasis		X	X			X
Thrust						
Consideration	X				X	

as measured by the O C D Q. Prediction accuracy ranged from a low of 56.75 percent for disadvantaged elementary and secondary schools to a high of 70.07 percent for the affluent secondary school group only. Variables with highest weighting for the elementary and secondary schools were Hindrance and Esprit. Variables with highest weighting for elementary schools only were Hindrance, Intimacy, and Production Emphasis, while those for the secondary schools only were Hindrance, Esprit, and Production Emphasis.

Sub-Problem 4

1. There were significant differences in perceptions of organizational climate between teachers in elementary schools and teachers in secondary schools. The tendency toward closedness in disadvantaged schools was much more pronounced in the secondary schools than in the elementary schools. Further, the teachers of elementary schools perceived the Open climate with greater frequency than the teachers of secondary schools.

2. There were no significant differences between principals of elementary schools and principals of secondary schools with respect to perceptions of organizational climate. There was, however, an insufficient number of subjects for comprehensive or definitive analysis.

3. There was no significant relationship between age of teachers and principals and their perceptions of organizational climate. However, the data identified a pattern of differences indicating that older teachers (forty years of age and older) perceived the Open climate with greater frequency than younger teachers (below forty years of age).

5. A [illegible] n experience in education and [illegible] disadvantaged schools. The same pattern, [illegible] significant, existed in the affluent schools. The data of this study identified a pattern of differences indicating that teachers with 20 - 29 years of experience perceived proportionately more openness of climate than did teachers in other experience groups. There was no significant relationship between principals' experience in education and their perceptions of climate.

Discussion

The different facets of this study indicate that there is a significant relationship between the organizational climate of schools and the socioeconomic setting of the respective communities served by the schools. This relationship varies in degree and kind with respect to other variables influencing organizational behavior. Much research will be needed before patterns of relationship and influence can be determined precisely.

Faculties of the disadvantaged schools and faculties of the affluent schools differ significantly in patterns of staff interaction and behavior. Implications of these differences can be discussed with respect to Halpin's descriptions of behavior variables on which the samples differed significantly. The significant differences between affluent and disadvantaged elementary schools with respect to Esprit and Intimacy indicate that morale is better in the affluent elementary schools. These teachers possibly feel that to a greater extent organizational goals and social needs are being satisfied. Further, they probably perceive more friendly social relations than do teachers [illegible] disadv[illegible] in the affluent secondary schools [illegible] as do the teachers in disadvantaged secondary schools. This indicates that while feeling a greater satisfaction with work and social experiences, teachers may feel more burdened with routine duties, committee demands, and other requirements they construe as "busywork."

Principal behavior differs significantly with respect to disadvantaged and affluent schools. Principals of disadvantaged elementary schools are seen as more highly directive than are principals of affluent elementary schools. Communication tends to go in one direction and decision-making is the prerogative of the principal. The picture is somewhat different for secondary schools. Aloofness and Production Emphasis are significantly more pronounced in affluent secondary schools than in disadvantaged secondary schools. In addition to the directiveness and close supervision of the staff by the principal, the principal's relationship with the staff tends to be more formal and impersonal. He seems to maintain an emotional distance from his staff. On the other hand, the principal of the disadvantaged secondary school is seen as more considerate of his faculty than the principal of the affluent secondary school. The size of the school staff may be an important factor here. The foregoing discussion of behavior characteristics is not to place undue emphasis on the characteristics discussed but rather to emphasize the significant differences that exist between faculties of disadvantaged schools and faculties of affluent schools with respect to these characteristics.

The eight behavior variables proved to be a reasonably accurate means of discriminating teachers in disadvantaged schools [illegible] to a group is more [illegible] comparisons are made within organizational levels. This finding has implications for determining staff development needs and staff assignment. Selection of principals and teachers on the basis of situational needs and the capabilities of teachers and principals to satisfy these needs seems to be a realistic approach to the improvement of organizational health. Further, it seems meaningful that measurement of organizational climate and health is an important first step toward tailoring staff development programs to particular conditions at a particular point in time.

Organizational climate differs significantly between affluent and disadvantaged schools. Perceptions of climate of affluent elementary teachers tend to bi-polarize strongly to Open and Closed climate types with no significant tendency in either direction. There is a slight tendency toward bi-polarization of perceptions of climate of disadvantaged elementary teachers but generally the pattern moves with increasing frequency toward the Closed climate. Paternalism is a characteristic much more in evidence in the disadvantaged school.

There is a definite pattern of increasing frequency toward the Closed climate type for disadvantaged secondary schools, with Paternalistic and Closed climate types being strongly evidenced. This pattern is not in evidence in affluent secondary schools. There is a fairly well-balanced distribution across climate types except for the heavy concentration of perceptions of the Closed climate type. The evidence of paternalism in the disadvantaged schools is worthy of consideration. A study by Gentry and Kenney (19) led to an indication that paternalism may be a feature common to schools in the southeastern gion. This study [illegible] that [illegible] may well be a characteristic of school faculty relations in disadvantaged schools but not in affluent schools. This raises some questions concerning not only principal-faculty relations but also the nature of the relationship between principals of disadvantaged schools and their respective county or district administrative staffs.

The strong tendency toward closedness in the affluent secondary schools suggests concurrence with findings of studies that reveal a relationship between school size and organizational climate. These studies (5, 7, 9, 16, 17, 45) indicate that the school size increases as the organizational climate decreases in proximity to the Open climate. Four large secondary schools were in the sample of affluent schools. A study of teacher perceptions of climate in these schools indicates a strong tendency toward closedness in each school. This is an obvious influence to the findings relative to affluent schools.

The heavy loading toward the Closed end of the climate continuum for both disadvantaged and affluent secondary schools is puzzling. Some writers have raised questions about the validity of the O.C.D.Q. to measure climate for secondary schools. These concerns have been voiced by Morris (32), Richens (38), and Watkins (44). A parallel concern may be stated in the question: Is the organizational structure of the secondary school conducive to good organizational climate? Obvious differences in perception of climate are evidenced in this study between elementary and secondary school organizational levels. These differences lead to a concern for the sensitivity of the O.C.D.Q. for factors that relate to teacher motivation and interest at the different levels. Johnson (25) found achievement, recognition, and [illegible] to be [illegible] teachers at both levels, [illegible] need for responsibility while teachers of elementary schools emphasized the need for good interpersonal relations. Differences obviously exist. Future research may determine causality and develop sensitive measures for all facets of organization health.

This study did not obtain conclusive evidence of relationships of biographical variables to perceptions of organizational climate. A significant relationship was found, however, in the affluent sample between age and perceptions of climate. Teachers in the group twenty to thirty-nine years of age perceived a more Closed climate than did teachers in the older age group. This tends to support findings by Cook (7) who concluded that teachers in Open climate schools are significantly older than teachers in schools approximating other climate types. This study indicates that older teachers perceive the Open climate with greater frequency than do younger teachers.

A significant relationship between experience in education and teacher perceptions of climate was found in the disadvantaged school sample. Teachers in the group with 20 - 29 years of experience perceive the Open climate with greater frequency than teachers in any other experience group. This suggests that more experienced teachers tend to perceive the Open climate than less experienced teachers. Youth, lack of job tenure, difficulties in communication, and lack of skill in working within a bureaucratic structure, may be some factors that influence young, inexperienced teachers to perceive a Closed climate. Further, principals may show more confidence in older and more experienced teachers and provide for their participation in processes of decision-making.

The findings of this study point to the importance of understanding the nature and functions of the school as an organization The Getzel-Guba model presented in Figure 1 is useful for understanding the operation of the school as a system The school is a social system and its operation as a system produces goal behavior. The nature and quality of this behavior is dependent on functions within the system and between the system and other systems. In a healthy organization a balance is achieved between the needs of the organization and the needs of the individual. The findings of this study indicate to the writer that this balance is not achieved in many schools, especially schools serving disadvantaged populations. Often it is the needs of the individual that are not recognized or satisfied. The health of the organization is impaired when this occurs and functional growth of the organization is inhibited. The results of this study suggest to the writer that schools serving disadvantaged areas may often have serious problems of communication with other systems such as the community and the administrative organization of the school system. Lacking meaningful inputs into the system the teachers and principals may well lose the capacity to maintain good health in the organization.

Recommendations

Future Research

Consideration of the implications of this study suggests a number of problems for investigation in future research.

1. The development of techniques, measures, and instruments that will assess organizational climate from a global or total concept

[illegible] that assess [illegible] organization

2. Research is needed to investigate organizational personality, relationships, and influences with respect to the various sub-systems within a school system and systems that communicate with the school system.

3. It is recommended that organizational climate be studied with respect to different organizational patterns and structures, particularly in contrasting organizational health and climate in bureaucratic and collegial organizations.

4. Research is recommended to investigate the relationship between the socioeconomic background and status of teachers and the socioeconomic setting of the communities served by their schools.

5. Further study is needed concerning the influences of policies and administration, working conditions, status, and personal life on organizational climate of schools.

6. Further research is needed on the validity of the Organizational Climate Description Questionnaire to measure organizational climate in secondary schools.

7. Research is needed to investigate the relationship of teacher and principal mobility with effective role enactment and with organizational climate.

8. Research is needed to investigate changes in teacher and principal behavior and in organizational climate in schools undergoing rapid change. An especially pertinent area for investigation would be a study of changes in climate over a period of time as a school system moves from a dual school system to a single system with respect to racial integration of schools.

Staff Development

In consideration of the findings of this study and the review of other research, the writer makes the following suggestions for consideration by the staffs of schools involved in this study, by their respective county administrative staffs, and by the staff of the Southeastern Education Laboratory:

1. Research should be continued on organizational climate and expanded to include all schools in counties where participating schools are located. Special attention should be given to the differences in climate between schools in affluent areas and schools in disadvantaged areas with emphasis on factors that may cause these differences.

2. County administrative staffs should examine carefully their relationships with faculties of schools, especially those in disadvantaged areas, and seek to determine whether lines of communication are open and feedback is being received and processed.

3. School faculty studies should be conducted to determine the relationship of the school to its community. The community school concept should be explored as a means for increasing school-community interaction and improving school-community relations.

4. School systems should examine the organizational structure and function of the school system and seek to determine whether these are conducive to good organizational health in sub-systems such as individual schools.

5. Measures of organizational climate should be utilized in decisions concerning school staffing. Persons with perceptions of positive teacher and principal behavior and perceptions of an Open

climate type could be selected for [illegible] Closed climate tendencies resulting possibly in [illegible] of the organizational health of the schools.

6. Programs for staff development should be differentially prepared taking into consideration present patterns of teacher and principal behavior and the nature of the climate in the respective schools.

7. Principals of schools with Closed climates should be provided with resources and opportunities for in-service training that will assist them in developing an Open climate in the school.

8. Local school systems should review procedures for assignment and reward and devise ways to prevent the principal and the teacher in the disadvantaged school from feeling penalized because of circumstances of employment.

APPENDICES

APPENDIX A

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. HALPIN and D. B. CROFT

The items in this questionnaire describe typical behaviors or conditions that occur within an elementary school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of each page. Please read the Instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have answered the questionnaire we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct, from this description, a portrait of the Organizational Climate of your school.

[illegible]

Printed below is an example of a typical item found in the *Organizational Climate Description Questionnaire*:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

Teachers call each other by their first names. 1 2 (3) 4

In this example the respondent marked alternative 3 to show that the inter-personal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark your response clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

2

BIOGRAPHICAL INFORMATION

1 - 7. School:____________________ SS#____________________
(Write in the name of your school) (Write your social security no.)

Please place a check mark to the right of the appropriate category

8. Position	Principal	1	______
	Teacher	2	______
	Other	3	______
9. Sex	Man	1	______
	Woman	2	______
10. Age:	20-29	1	______
	30-39	2	______
	40-49	3	______
	50-59	4	______
	60 or over	5	______
11. Years of experience in education	0-9	1	______
	10-19	2	______
	20-29	3	______
	30 or over	4	______
12. Years at this school:	0-4	1	______
	5-9	2	______
	10-19	3	______
	20-or over	4	______

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

13. Teachers' closest friends are other faculty members at this school. 1 2 3 4

14. The mannerisms of teachers at this school are annoying. 1 2 3 4

15. Teachers spend time after school with students who have individual problems. 1 2 3 4

16. Instructions for the operation of teaching aids are available. 1 2 3 4

17. Teachers invite other faculty to visit them at home. 1 2 3 4

18. There is a minority group of teachers who always oppose the majority. 1 2 3 4

19. Extra books are available for classroom use. 1 2 3 4

20. Sufficient time is given to prepare administrative reports. 1 2 3 4

21. Teachers know the family background of other faculty members. 1 2 3 4

22. Teachers exert group pressure on non-conforming faculty members. 1 2 3 4

23. In faculty meetings, there is a feeling of "let's get things done." 1 2 3 4

24. Administrative paper work is burdensome at this school. 1 2 3 4

25. Teachers talk about their personal life to other faculty members. 1 2 3 4

26. Teachers seek special favors from the principal. 1 2 3 4

27. School supplies are readily available for use in classwork. 1 2 3 4

28. Student progress reports require too much work. 1 2 3 4

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible] requently occurs

[illegible]	Teachers have [illegible] together during school time.	1	2	3	4
30	Teachers interrupt other faculty members who are talking in staff meetings.	1	2	3	4
31.	Most of the teachers here accept the faults of their colleagues.	1	2	3	4
32	Teachers have too many committee requirements.	1	2	3	4
33.	There is considerable laughter when teachers gather informally.	1	2	3	4
34	Teachers ask nonsensical questions in faculty meetings.	1	2	3	4
35.	Custodial service is available when needed.	1	2	3	4
36.	Routine duties interfere with the job of teaching.	1	2	3	4
37.	Teachers prepare administrative reports by themselves.	1	2	3	4
38.	Teachers ramble when they talk in faculty meetings.	1	2	3	4
39.	Teachers at this school show much school spirit.	1	2	3	4
40.	The principal goes out of his way to help teachers.	1	2	3	4
41.	The principal helps teachers solve personal problems.	1	2	3	4
42.	Teachers at this school stay by themselves.	1	2	3	4
43.	The teachers accomplish their work with great vim, vigor, and pleasure.	1	2	3	4
44	The principal sets an example by working hard himself.	1	2	3	4
45.	The principal does personal favors for teachers.	1	2	3	4
46	Teachers eat lunch by themselves in their own classrooms.	1	2	3	4

1 Rarely occurs
2 Sometimes occurs
3 Often occurs
4 Very frequently occurs

47. The morale of the teachers is high. 1 2 3 4

48. The principal uses constructive criticism. 1 2 3 4

49. The principal stays after school to help teachers finish their work. 1 2 3 4

50. Teachers socialize together in small select groups. 1 2 3 4

51. The principal makes all class-scheduling decisions. 1 2 3 4

52. Teachers are contacted by the principal each day. 1 2 3 4

53. The principal is well prepared when he speaks at school functions. 1 2 3 4

54. The principal helps staff members settle minor differences. 1 2 3 4

55. The principal schedules the work for the teachers. 1 2 3 4

56. Teachers leave the grounds during the day. 1 2 3 4

57. The principal criticizes a specific act rather than a staff member. 1 2 3 4

58. Teachers help select which courses will be taught. 1 2 3 4

59. The principal corrects teachers' mistakes. 1 2 3 4

60. The principal talks a great deal. 1 2 3 4

61. The principal explains his reasons for criticism to teachers. 1 2 3 4

62. The principal tries to get better salaries for teachers. 1 2 3 4

63. Extra duty for teachers is posted conspicuously. 1 2 3 4

64. The rules set by the principal are never questioned. 1 2 3 4

65. The principal looks out for the personal welfare of teachers. 1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

66 School secretarial service is available for teachers' use 1 2 3 4

67. The principal runs the faculty meeting like a business conference 1 2 3 4

68 The principal is in the building before teachers arrive. 1 2 3 4

69 Teachers work together preparing administrative reports 1 2 3 4

70 Faculty meetings are organized according to a tight agenda. 1 2 3 4

71 Faculty meetings are mainly principal report meetings 1 2 3 4

72 The principal tells teachers of new ideas he has run across. 1 2 3 4

73 Teachers talk about leaving the school system 1 2 3 4

74 The principal checks the subject matter ability of teachers. 1 2 3 4

75 The principal is easy to understand 1 2 3 4

76. Teachers are informed of the results of a supervisor's visit 1 2 3 4

77 Grading practices are standardized at this school 1 2 3 4

78. The principal insures that teachers work to their full capacity 1 2 3 4

79 Teachers leave the building as soon as possible at day's end 1 2 3 4

80 The principal clarifies wrong ideas a teacher may have 1 2 3 4

APPENDIX B

CLIMATE DIMENSION SCORES AND CLIMATE SIMILARITY SCORES FOR TEACHERS AND PRINCIPALS

TABLE A-1

CLIMATE DIMENSION SCORES FOR TEACHERS IN DISADVANTAGED SCHOOLS

Organizational Level and Code Number	Dimension of Climate*							
	Dis.	Hind.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Cons.
Elementary								
1106	44	45	60	48	36	42	59	61
2101	65	59	38	44	53	51	42	44
2103	53	48	34	54	51	64	40	53
2104	64	57	44	58	50	36	42	45
2107	62	40	37	49	42	59	50	57
2109	60	56	31	50	41	53	51	55
2111	51	65	33	42	51	57	50	48
3101	55	37	35	51	50	56	50	63
3102	55	55	42	52	34	41	58	59
3103	41	40	57	44	48	42	59	64
3104	42	36	52	49	42	62	53	61
Secondary								
1105	65	55	34	54	48	50	41	48
2102	66	48	36	51	46	49	41	55
2106	59	55	31	43	56	45	52	56
2110	62	42	34	58	47	50	45	59
Elementary and Secondary								
1101	63	56	35	51	49	54	38	49
1102	39	43	44	45	46	55	57	67
1103	44	45	34	51	51	49	54	67
1104	47	57	36	40	48	66	52	50
2105	60	65	37	41	48	45	48	52
2108	48	52	33	55	43	45	56	64
2112	56	55	32	46	43	58	47	58
3105	48	44	34	43	55	52	56	64

* Dis. - Disengagement
Hind. - Hindrance
Esp. - Esprit
Int. - Intimacy
Alo. - Aloofness
Pr. Emp. - Production Emphasis
Thr. - Thrust
Cons. - Consideration

TABLE A-2

CLIMATE DIMENSION SCORES FOR TEACHERS IN AFFLUENT SCHOOLS

Organizational Level and Code Number	Dimension of Climate*							
	Dis.	Hind.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Cons.
Elementary								
1301	41	60	50	49	50	34	63	49
1303	45	64	57	48	42	35	48	58
2301	42	42	45	58	41	44	59	64
2302	57	62	34	50	42	56	43	52
Secondary								
1302	50	39	40	54	47	48	51	68
3301	58	59	41	49	51	60	36	41
3302	51	49	46	63	53	44	32	57
3303	56	63	34	41	44	56	49	59
3304	55	65	34	48	50	54	43	46

* Dis. - Disengagement
Hind. - Hindrance
Esp. - Esprit
Int. - Intimacy
Alo. - Aloofness
Pr. Emp. - Production Emphasis
Thr. - Thrust
Cons. - Consideration

TABLE A-3

CLIMATE DIMENSION SCORES FOR PRINCIPALS OF DISADVANTAGED SCHOOLS

Organizational Level and Code Number	Dimension of Climate*							
	Dis.	Hind.	Esp.	Int.	Alo.	Esp.	Thr.	Cons.
Elementary								
1106	59	37	60	53	40	44	43	60
2101	65	52	39	48	54	57	37	45
2103	48	35	50	44	47	65	48	60
2104	56	49	33	49	53	47	44	65
2107	60	62	41	35	51	48	43	54
2109	52	49	41	49	35	46	60	63
3101	54	39	40	40	48	61	51	63
3102	65	58	43	59	50	37	42	47
3103	31	51	51	52	47	49	51	65
3104	40	41	51	53	38	65	48	59
Secondary								
1105	33	40	50	56	50	49	55	63
2102	66	50	42	59	40	47	39	57
2106	52	55	36	42	56	58	38	59
Elementary and Secondary								
1101	49	45	60	59	38	42	41	61
1102	49	44	53	57	35	45	48	66
1103*	51	42	32	60	50	55	47	60
1103*	28	52	53	53	50	55	46	58
1104	44	36	48	56	38	60	52	61
2105	57	57	40	49	35	57	43	58
2108	46	47	33	54	56	62	41	56
2112	56	56	37	52	49	40	42	64
3105	41	35	57	56	50	57	41	60

*Principal and Assistant Principal

* Dis. - Disengagement
Hind. - Hindrance
Esp. - Esprit
Int. - Intimacy

Alo. - Aloofness
Pr. Esp. - Production Emphasis
Thr. - Thrust
Cons. - Consideration

TABLE A-4

CLIMATE DIMENSION SCORES FOR PRINCIPALS OF AFFLUENT SCHOOLS

Organizational Level and Code Number	Dimension of Climate*							
	Dis.	Hind.	Esp.	Int.	Alo.	Pr. Emp.	Thr.	Cons.
Elementary								
1301	57	63	39	57	52	42	37	49
2301	43	56	48	62	57	39	37	55
2302	43	53	50	47	32	57	50	64
Secondary								
1302	58	34	52	40	51	59	44	59
3301	61	34	44	50	45	62	47	53
3302	39	38	52	63	42	52	50	60
3303	36	38	53	52	50	59	45	63
3304	39	44	45	51	47	70	52	49

* Dis. - Disengagement
Hind. - Hindrance
Esp. - Esprit
Int. - Intimacy
Alo. - Aloofness
Pr. Emp. - Production Emphasis
Thr. - Thrust
Cons. - Consideration

TABLE A-5

CLIMATE SIMILARITY SCORES FOR TEACHERS IN DISADVANTAGED SCHOOLS

Organizational Level and Code Number	Open	Aut.	Cont.	Fam.	Pat.	Closed
	Climate Similarity Category*					
Elementary						
1106	20	73	96	62	67	118
2101	119	115	72	97	61	86
2103	102	100	82	84	67	41
2104	105	81	94	55	73	42
2107	77	101	96	52	30	58
2109	82	111	90	84	38	51
2111	108	109	56	104	71	59
3101	87	92	96	62	55	62
3102	84	95	106	51	57	82
3103	32	59	84	63	83	118
3104	84	95	106	51	57	82
Secondary						
1105	109	104	94	77	61	25
2102	92	101	112	57	45	37
2106	94	95	80	70	61	55
2110	89	90	115	41	51	47
Elementary and Secondary						
1101	111	111	87	86	57	25
1102	59	82	74	74	56	98
1103	69	78	91	72	72	74
1104	97	104	44	101	70	71
2105	97	108	82	75	61	58
2108	68	87	105	57	74	76
2112	95	121	81	73	48	58
3105	79	86	81	81	67	75

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

TABLE A-6

CLIMATE SIMILARITY SCORES FOR TEACHERS IN AFFLUENT SCHOOLS

Organizational Level and Code Number	Climate Similarity Category*					
	Open	Aut.	Cont.	Fam.	Pat.	Closed
Elementary						
1301	57	64	69	76	98	97
1303	53	78	82	60	82	105
2301	39	62	106	45	71	104
2302	97	119	90	82	55	47
Secondary						
1302	72	77	105	51	66	77
3301	119	118	68	100	74	34
3302	90	71	103	62	83	64
3303	99	120	73	84	51	62
3304	113	114	75	99	71	38

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

TABLE A-7

CLIMATE SIMILARITY SCORES FOR PRINCIPALS OF DISADVANTAGED SCHOOLS

Organizational Level and Code Number	Climate Similarity Category*					
	Open	Aut.	Cont	Fam.	Pat.	Closed
Elementary						
1106	54	83	117	42	63	85
2101	117	112	76	95	56	20
2103	77	92	68	69	62	96
2104	92	99	101	70	67	53
2107	106	115	81	84	65	55
2109	57	100	108	63	52	88
3101	90	103	75	70	53	81
3102	103	88	96	59	70	40
3103	65	74	70	67	76	92
3104	63	76	70	65	60	98
Secondary						
1105	60	55	83	56	63	99
2102	86	105	117	94	41	49
2106	112	113	69	98	73	49
Elementary and Secondary						
1101	51	70	112	49	74	94
1102	57	72	104	45	64	98
1103+	89	80	102	59	66	62
1103+	75	76	60	81	78	76
1104	65	78	86	57	56	98
2105	94	123	89	76	43	55
2108	95	88	76	91	76	48
2112	92	97	105	60	77	53
3105	69	66	80	73	86	84

* Aut. = Autonomous
Cont. = Controlled
Fam. = Familiar
Pat. = Paternalistic

+ Principal and Assistant Principal

TABLE A-8

CLIMATE SIMILARITY SCORES FOR PRINCIPALS OF
AFFLUENT SCHOOLS

Organizational Level and Code Number	Climate Similarity Category*					
	Open	Aut	Cont	Fam.	Pat.	Closed
Elementary						
1301	106	89	99	74	89	43
2301	83	50	84	71	100	72
2302	70	99	69	78	53	93
Secondary						
1302	91	98	74	67	60	78
3301	84	99	89	60	41	63
3302	58	53	85	52	71	101
3303	72	71	67	76	81	91
3304	72	73	53	82	63	81

* Aut. - Autonomous
Cont. - Controlled
Fam. - Familiar
Pat. - Paternalistic

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BIOGRAPHICAL SKETCH

Luther Rayford Rogers was born April 13, 1934, in Heard County, Georgia. In May, 1952, he was graduated from Heard County High School. He attended Berry College at Mt. Berry, Georgia, from June, 1952, until January, 1955. From January, 1955, until November, 1957, Mr. Rogers served in the United States Army Security Agency. Following his release from active duty, he served as a teacher at the Buchanan Elementary School in Buchanan, Georgia, and attended West Georgia College in Carrollton, Georgia. From 1958, until 1959, he attended West Georgia College as a full-time student and was graduated in June, 1959, with the degree of Bachelor of Science in Education with a major in Elementary Education. Mr. Rogers attended Auburn University from June, 1959, until June, 1960, serving as a Graduate Assistant in the School of Education, Department of Elementary Education, and was graduated in June, 1960, with the degree of Master of Education with a major in Educational Administration.

Mr. Rogers served in the Brevard County, Florida, School System from 1960, until 1966. In 1960-61, he taught in the Riverview Elementary School and in 1961-62, in the Parkway Jr. High School in Titusville, Florida. He served as principal of the Bayview Elementary School in Titusville in 1962-63, and the Coquina Elementary School in Titusville from 1963 until 1966.

In October, 1966, Mr. Rogers was granted leave from the Brevard County School System to pursue doctoral studies at the [illegible] Director of the Gainesville Component, Southeastern [illegible] Laboratory, in October, 1966, and became the Central Florida Field Representative for the Laboratory in June, 1968. He enrolled in the University of Florida in January, 1967, and since that time has pursued his work toward the degree of Doctor of Education with a major in Educational Administration.

Luther Rayford Rogers is married to the former Betty Jean Arrington and is the father of three children, Lance, Melba, and Douglas. He is a member of the Baptist Church, the National Education Association, the American Educational Research Association, the Florida Educational Research Association, Phi Kappa Phi, and Phi Delta Kappa.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

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